



FEDERAL MINISTRY OF EDUCATION

## National Technical Certificate (NTC) Curriculum in

# SOCIAL MEDIA AND ANIMATION TECHNOLOGY

February, 2025

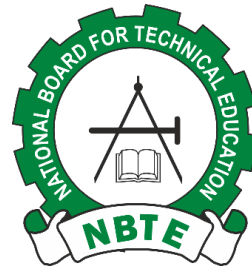


Innovation Development  
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**NATIONAL BOARD FOR TECHNICAL EDUCATION**

Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria



**NATIONAL TECHNICAL CERTIFICATE**

**CURRICULUM AND MOUDULE  
SPECIFICATIONS IN**

**SOCIAL MEDIA AND  
ANIMATION TECHNOLOGY**

**2025**

## **GENERAL INFORMATION**

### **AIM**

This qualification aims to equip students with the in-depth practical, theoretical knowledge and skills on how to conduct Social Media Communication, Digital Animation and Corporate Engagement; using Social Media Tools, Platforms, Animation Hardware and Software.

### **ENTRY QUALIFICATIONS**

#### **Craft Programme**

Candidates must not be less than 14 years of age and should have successfully completed three years of Junior Secondary education or its equivalent. Special consideration may be given to sponsored candidates with lower academic qualifications, who hold trade test certificate and are capable of benefiting from the programme.

#### **Advanced Craft Programme**

Candidates should possess the National Technical Certificate or its equivalent, and should have had a minimum of two years post qualification cognate industrial experience.

### **The Curriculum**

The Curriculum of each programme is broadly divided into three components:

1. General Education, which accounts for 30% of the total hours required for the programme.
2. Trade Theory, Trade Practice and Related Studies, which account for 65% and,
3. Supervised Industrial Training/Work Experience, which accounts for about 5% of the total hours required for the programme. This component of the course, which may be taken in industry or in the College production unit is compulsory for the full-time students.

Included in the curriculum are the teacher's activity and learning resources required for the guidance of the teacher.

### **Unit Course/Modules**

A course/ module is defined as a body of knowledge and skills capable of being utilized on its own, or as a foundation or pre-requisite knowledge for more advanced work in the same or other fields of study. Each trade course/ module when successfully completed, can be used for employment purposes.

### **Behavioral Objectives**

These are educational objectives, which identify precisely the type of behavior a student should exhibit at the end of a course/module or programme. Two types of behavioral objectives have been used in the curriculum. They are:

- a. General Objectives
- b. Specific Learning Outcomes

General objectives are concise but general statements of the behavior of the students upon completion of a unit of week such as understanding the principles and application of:

- i. Social Media Communication
- ii. Animation
- iii. Portfolio Development and Career Preparation

Specific learning outcomes are concise statements of the specific behavior expressed in units of discrete practical tasks and related knowledge the students should demonstrate as a result of the educational process to ascertain whether the general objectives of course/ programme have been achieved. They are more discrete and quantitative expressions of the scope of the tasks contained in a teaching unit.

### **General Education in Technical Colleges**

The General Education component of the curriculum aims at providing the trainee with knowledge in critical subjects like English Language, Mathematics, Economics, Physics, Chemistry, Biology, Entrepreneurial Studies and Mathematics, etc. to enhance the understanding of machines, tools and materials of their trades and their applications as a foundation for post-secondary technical education for an above average trainee. Hence, it is hoped that trainees who successfully complete trade and general education may be able to compete with their secondary school counterparts for direct entry into Universities, Polytechnics or Colleges of Education (Technical) for degree, ND or NCE courses respectively.

For the purpose of certification, only the first three courses in mathematics will be required. The remaining modules are optional and are designed for an above average students.

### **National Certification**

The NTC programmes are run by Technical Colleges accredited by N.B.T.E.

NABTEB conducts the final national examination and awards certificates.

Students who successfully complete all the courses/modules specified in the curriculum table and passed the National Examinations in the trade will be awarded with the below certificate:

<b>S/NO</b>	<b>LEVEL</b>	<b>CERTIFICATE</b>
	<b>Technical Programme</b>	
1.	NTC	National Technical Certificate

### **Guidance Notes for Teacher implementing the Curriculum**

The number of hours stated in the curriculum table may be increased or decreased to suit individual institutions' timetable, provided the entire course content is properly covered, and goals and objectives of each module are achieved at the end of the term.

The maximum duration of any module in the new scheme is 300 hours. This means for a term of 15 weeks, the course should be offered for 20 hours a week. This can be scheduled in sessions of 4 hours in a day, leaving the remaining hours for general education. However properly organized, and if there are adequate resources, most of these courses can be offered in two sessions a day, one in the morning and the other one in the afternoon. In so doing, some of these programmes may be completed in lesser number of years.

The sessions of 4 hours include the trade theory and practice. It is left for the teacher to decide where the class should be held in the workshop or in a lecture room.

### **INTEGRATED APPROACH IN THE TEACHING OF TRADE Theory, Trade Science and Trade Calculation**

The traditional approach of teaching trade science and trade calculation as separate and distinct subjects in Technical College programmes is not relevant to the new programme, as it will amount to a duplication of the teaching of mathematics and physical science subjects in the course. The basic concepts and principles in mathematics and physical science are the same as in the trade calculation and trade science. In the new scheme therefore, qualified persons in these fields will teach mathematics and physical science, and the instructors will apply the principles and concepts in solving trade science and calculation problems in the trade theory classes. To this end, efforts have been made to ensure that mathematics and science modules required to be able to solve technical problems were taken as pre-requisite

### **Evaluation of Programme/Module**

For the programme to achieve its objectives, any course started at the beginning of a term, and must terminate at the end of the term.

Instructors should therefore device methods of accurately assessing the trainees to enable them give student's final grades at the end of the term.

A national examination will be taken by all students who have successfully completed their modules. The final award will be based on the aggregate of the scores attained in the course work and the national examination

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**PROGRAMME:**

**NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND  
ANIMATION TECHNOLOGY**

**GOAL:** The Social Media and Animation Technology Programme is intended to produce students with the in-depth practical, theoretical knowledge and skills on how to conduct Social Media Communication, Digital Animation and Corporate Engagement using Social Media Tools, Platforms, Animation Hardware and Software.



**CURRICULUM TABLE AND COURSE HOURS/WEEK****PROGRAMME: NATIONAL TECHNICAL CERTIFICATE**

Module Code	MODULE	YEAR 1						YEAR 2						YEAR 3						TOTAL HOURS
		Term 1		Term 2		Term 3		Term 1		Term 2		Term3		Term 1		Term 2		Term 3		
		T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P	
CAM 12 – 15	Mathematics	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
CEN 11 – 17	English	2	-	2	-	2	-	3	-	3	-	3	-	3	-	3	-	3	-	288
CPH 10 – 12	Physics	2	-	2	-	2	-	2	1	2	1	2	1	2	1	2	1	2	1	288
CCH 10 – 12	Chemistry	2	-	2	-	2	1	2	1	2	1	2	1	2	1	2	1	2	1	288
CEC 11 – 13	Economics	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
CBM 11	Entrepreneurship	-	-	-	-	-	-	2	-	2	-	2	-	-	-	-	-	-	-	72
ICT 11 – 15	Computer Studies	-	-	-	-	-	-	1	2	1	2	1	2	1	2	1	2	-	-	180
SAT 111	Introduction to Social Media	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36
SAT 121	Social Media Strategy & Branding	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36
SAT 131	Content Creation and Storytelling	-	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	36
SAT 122	Introduction to Animations and Digital Media	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	48
SAT 132	Principles of Animations	-	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	36
SAT 112	Introduction to Storytelling and Concept Development	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36
SAT 211	Visual Content and Video Production.	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-	-	48

National Technical Certificate CURRICULUM AND MOUDULE SPECIFICATIONS IN **SOCIAL MEDIA AND ANIMATION TECHNOLOGY**

SAT 212	Social Media Engagement and Growth strategy	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	36
SAT 231	Social Media Advertising & Monetization	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	36
SAT 221	Introduction to 2D Animations Techniques	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-	-	36
SAT 222	Introduction to 3D Animations techniques	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-	-	36
SAT 232	Introduction to Motion Graphics and Visual Effects	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	<b>36</b>
SAT 311	Sound Design and Editing	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	<b>36</b>
SAT 321	Game Animations and Interactive Media.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	<b>36</b>
SAT 312	Social Media analytics and Performance tracking	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	<b>36</b>
SAT 331	Introduction to Portfolio Development and Career Planning (Animation)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	<b>36</b>
SAT 322	Ethics, Privacy and Online Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	<b>24</b>
SAT 332	Introduction to Portfolio Development and Career Preparation (Social Media)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	<b>36</b>
	<b>Grand Total</b>	2	4	3	4	2	4	3	4	3	4	2	4	2	4	2	3	3	3	<b>2208</b>

<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 1: Introduction to Social Media</b>		<b>COURSE CODE: SAT 111</b>	<b>CONTACT HOURS: 36</b>
<b>YEAR: 1</b>	<b>TERM: 1</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide trainees with the knowledge of the Fundamentals of Social Media</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the students should be able to:</p> <ul style="list-style-type: none"> <li>1.0. Know the History and Evolution of Social Media</li> <li>2.0. Know the general Overview of Major Social Media Platforms</li> <li>3.0. Understand the Impact of Social Media on Society and Culture</li> <li>4.0. Understand the uses of Social Media as Responsible Digital Citizens</li> </ul>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 1: Introduction to Social Media				COURSE CODE: SAT 111		CONTACT HOURS: 36
YEAR: 1		TERM: 1	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours		
GOAL: This module is designed to provide trainees with the knowledge of the Fundamentals of Social Media						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know the History of Social Media						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-2	1.1 Define Social Media  1.2 Explain the History and Evolution of Social Media  1.3 Explain the Key milestones in Social Media History Explain: <ul style="list-style-type: none"><li>▪ email</li><li>▪ chatrooms</li><li>▪ online forums</li></ul> 1.4 Explain the Technological Advancements	Explain Social Media  Discuss the evolution of Social Media  Explain the Key Milestones in Social Media History Explain: <ul style="list-style-type: none"><li>▪ email</li><li>▪ chatrooms</li><li>▪ forums</li></ul> Explain the Technological Advancements	Textbooks, Internet, Multimedia  Projector, Marker board, Marker	Identify: <ul style="list-style-type: none"><li>▪ Email</li><li>▪ Chatrooms</li><li>▪ Online Forums</li></ul>	Guide the Student to identify: <ul style="list-style-type: none"><li>▪ Email</li><li>▪ Chatrooms</li><li>▪ Online Forums</li></ul>	Internet-Router Computer Projector
GENERAL OBJECTIVE 2.0: Know the General Overview of Major Social Media Platforms						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
3-5	2.1 Explain Social Media Platforms	Explain Social Media Platforms	Textbooks, Internet, Multimedia	Compare and contrast the different Social	Guide learners to Compare and contrast the	Computer System, Pictures,

	<p>2.2 List different Social Media Platforms and their Applications:</p> <ul style="list-style-type: none"> <li>▪ YouTube</li> <li>▪ Facebook</li> <li>▪ TikTok</li> <li>▪ Instagram</li> <li>▪ WhatsApp</li> <li>▪ X, etc</li> </ul> <p>2.3 Explain the importance of Social Media Platforms</p>	<p>Explain the different Social Media Platforms:</p> <ul style="list-style-type: none"> <li>▪ YouTube</li> <li>▪ Facebook</li> <li>▪ TikTok</li> <li>▪ Instagram</li> <li>▪ WhatsApp</li> <li>▪ X, etc</li> </ul> <p>Discuss the importance of Social Media Platforms</p>	Projector, Marker Board, Marker	<p>Media Platforms namely:</p> <ul style="list-style-type: none"> <li>▪ YouTube</li> <li>▪ Facebook</li> <li>▪ TikTok</li> <li>▪ Instagram</li> <li>▪ WhatsApp</li> <li>▪ X, etc</li> </ul>	<p>different Social Media Platforms namely:</p> <ul style="list-style-type: none"> <li>▪ YouTube</li> <li>▪ Facebook</li> <li>▪ TikTok</li> <li>▪ Instagram</li> <li>▪ WhatsApp</li> <li>▪ X, etc</li> </ul>	Videos, Projector Flip Chart Films, Diagrams
<b>GENERAL OBJECTIVE 3.0: Understand the Impact of Social Media on Society and Culture</b>						
<b>6-9</b>	<p>3.1 Explain the Positive Impact of Social Media on Society and Culture</p> <p>3.2 Explain the role of social media in shaping society and culture</p> <p>3.3 List the Benefits of Social Media</p>	<p>Explain the Positive Impact of social media on Society and Culture</p> <p>Explain the role of social media in shaping society and culture</p> <p>Explain the Benefits of Social Media</p>	Textbooks, Internet, Multimedia Projector, Marker board, Marker			
<b>GENERAL OBJECTIVE 4.0: Understand the use of Social Media as Responsible Digital Citizens</b>						
<b>10-12</b>	4.1 Define Digital Citizen	Explain Digital Citizen	Textbooks, Internet, Multimedia Projector,			

National Technical Certificate CURRICULUM AND MOUDULE SPECIFICATIONS IN **SOCIAL MEDIA AND ANIMATION TECHNOLOGY**

	4.2 Explain how to use Social Media as a Digital Citizen	Explain how to use Social Media as a Digital Citizen	Marker board, Marker			
	4.3 Explain online privacy and social media etiquette	Explain online privacy and social media etiquette				

<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 2: Social Media Strategy and Branding</b>		<b>COURSE CODE: SAT 121</b>	<b>CONTACT HOURS: 36</b>
<b>YEAR: 1</b>	<b>TERM: 2</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide the students with the knowledge and skills of Social Media Strategies and Branding</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <p>1.0. Know the Personal and Professional Branding</p> <p>2.0. Know the Target Audience and Engagement Strategies</p> <p>3.0. Know the Unique Social Media Identity</p> <p>4.0. Know how to Develop Content Calendar</p>			

<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN ENGINEERING CRAFT PRACTICE</b>						
<b>MODULE: Social Media Strategy and Branding</b>				<b>COURSE CODE: SAT 121</b>		<b>CONTACT HOURS: 36</b>
<b>YEAR: 1</b>		<b>TERM: 2</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>		
<b>1.1 GOAL: This module is designed to provide the students with the knowledge and skills of Social Media Strategies and Branding</b>						
<b>Theoretical Content</b>				<b>Practical Content</b>		
<b>GENERAL OBJECTIVE 1.0: Know the Personal and Professional Branding</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>1-2</b>	1.2 Define Personal and Professional Branding   					



	<p>2.2 Explain Audience Engagement Strategies</p> <p>2.3 Explain how to reach Target Audience</p>	<p>Engagement Strategies</p> <p>Explain the Audience Engagement Strategies</p> <p>Explain how to reach Target Audience</p>	<p>Multimedia Projector, Marker board, Marker</p>	<p>Demonstrate the process of audience engagement on Social Media Platforms</p>	<p>Guide Learners to Demonstrate how to use engagement for their Target Audience</p>	<p>Computer Software packages</p>
<b>GENERAL OBJECTIVE 3.0: Know the Unique Social Media Identity</b>						
<b>6-9</b>	<p>3.1 Explain Social Media Identity</p> <p>3.2 Explain how to create a unique identity using:</p> <ul style="list-style-type: none"> <li>▪ Graphics</li> <li>▪ Images</li> <li>▪ Videos</li> <li>▪ Tones</li> <li>▪ Colours</li> </ul> <p>3.3 List the importance of Social Media Identity</p>	<p>Explain Social Media Identity</p> <p>Explain how to create a unique identity using:</p> <ul style="list-style-type: none"> <li>▪ Graphics</li> <li>▪ Images</li> <li>▪ Videos</li> <li>▪ Tones</li> <li>▪ Colours</li> </ul> <p>Explain the importance of Social Media Identity</p>	<p>Journals, Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker</p>	<p>Demonstrate using graphic software packages to create Social Media Identity</p>	<p>Guide Learners to Demonstrate how to use the following:</p> <ul style="list-style-type: none"> <li>▪ Graphics</li> <li>▪ Images</li> <li>▪ Videos</li> <li>▪ Tones</li> <li>▪ Colours for Social Media Identity</li> </ul>	<p>Computer, Software, Videos, Multimedia Projector, Flip Chart, Pictures, Films, Diagrams,</p>

<b>GENERAL OBJECTIVE 4.0: Know how to Develop Content Calendar</b>						
<b>10-12</b>	<p>4.1 Define a Content Calendar</p> <p>4.2 Explain the Basic of a Content Calendar for Planning Posts</p> <p>4.3 Explain how to set timing for content posting</p>	<p>Explain a Content Calendar</p> <p>Explain the basic of a Content Calendar for Planning Posts</p> <p>Explain how to set time for content posts</p>	<p>Journals, Internet, Computer, Textbooks</p> <p>Multimedia Projector, Marker board, Marker</p>	<p>Demonstrate the processes of developing Content Calendar</p>	<p>Guide Learners to Demonstrate how to set timing for planning Posts</p>	<p>Computer, Software, Videos, Multimedia</p> <p>Projector, Flip Chart, Pictures, Films, Diagrams,</p>

<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 3: Content Creation and Storytelling</b>			<b>COURSE CODE: SAT 131</b>
<b>YEAR: 1</b>	<b>TERM: 3</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide trainee with the knowledge and skills to create engaging content, craft compelling stories, and use effective writing and visuals.</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <p>1.0. Know the Basics of Storytelling in Social Media.</p> <p>2.0. Know how to write engagement Captions and Use of Hashtags.</p> <p>3.0. Understand Photography and Video Basics in Social Media.</p> <p>4.0. Analyse Viral Social Media Campaigns.</p>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 3: Content Creation and Storytelling				COURSE CODE: 131		CONTACT HOURS: 36
YEAR: 1	TERM: 3	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours			
GOAL: This module is designed to provide trainee with the knowledge and skills to create engaging content, craft compelling stories, and use effective writing and visuals.						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know the Basics of Storytelling in Social Media						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-2	1.1 Explain the Basics of Storytelling in Social Media: <ul style="list-style-type: none"><li>▪ Character</li><li>▪ Conflict</li><li>▪ Resolution</li></ul> 1.2 Explain how to apply storytelling structures using: Hook-Build-Resolution in short- content form1.3 Explain the importance of Emotion in Storytelling using: <ul style="list-style-type: none"><li>▪ Inspiration</li><li>▪ Humor</li><li>▪ Suspense</li></ul>	Explain the Basics of Storytelling namely: <ul style="list-style-type: none"><li>▪ Character</li><li>▪ Conflict</li><li>▪ Resolution</li></ul> Explain how to apply storytelling structures using:Hook-Build-Resolution in short- content form	Computer, Textbooks, Internet, Multimedia Projector, Marker board, Marker			Computer, Software, Videos, Multimedia Projector, Flip Chart, Pictures, Films, Diagrams,

	1.4 Explain how Influencers use Storytelling to engage Audience	<p>Explain the importance of Emotion in Storytelling using:</p> <ul style="list-style-type: none"> <li>▪ Inspiration</li> <li>▪ Humor</li> <li>▪ Suspense</li> </ul> <p>Explain how Influencers use Storytelling to engage target audience</p>		Demonstrate the Use of storytelling structure to create engagement	Guide Learners to Demonstrate how to write a short engaging social media story using three-act structure	
<b>GENERAL OBJECTIVE 2.0: Know how to write Engaging Captions and Use Hashtags</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>3-5</b>	2.1 Define Captions and Hashtags with examples	Explain the Captions and Hashtags with examples	Computer, Textbooks, Internet, Multimedia Projector, Marker board, Marker			Computer, Software, Videos, Multimedia Projector, Flip Chart, Pictures,

	<p>2.2 Explain the importance of captions in boosting engagement.</p> <p>2.4 Explain Caption Writing Techniques, including:</p> <ul style="list-style-type: none"> <li>▪ Strong hook</li> <li>▪ Call to Action (CTA)</li> <li>▪ Short vs. Long-Form</li> </ul> <p>2.5 List type of Hashtags and the rules governing their use on different platforms</p>	<p>Discuss the importance of captions in boosting engagement.</p> <p>Explain Caption Writing Techniques, including:</p> <ul style="list-style-type: none"> <li>▪ Strong hook</li> <li>▪ Call to Action (CTA)</li> <li>▪ Short vs. Long-Form</li> </ul> <p>Explain the type of Hashtags and the rules governing their use on different platforms</p>		<p>Demonstrate how to write a Caption for X, Youtube, Facebook, Instagram, and compose 5 relevant Captions</p> <p>Demonstrate how to write a Hashtags for X, Youtube, Facebook, Instagram, and compose 5 relevant Hashtags</p>	<p>Guide Learners to Demonstrate how to use Captions on different Social Media Platforms</p> <p>Guide Learners to Demonstrate how to use Hashtags on different Social Media Platforms</p>	Films, Diagrams,
<b>GENERAL OBJECTIVE 3.0: Know Photography and Video Basics in Social Media</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>6-10</b>	3.1 Explain the role of visuals in Content creation	Explain the role of visuals in Content creation	Journals, Internet, Computer,			Camera Chain, Audio Chain, Light Chain,

	<p>3.2 Explain the Basic Photography Principles in Social Media:</p> <ul style="list-style-type: none"> <li>▪ Lighting</li> <li>▪ Composition</li> <li>▪ Video and Photo Editing Software.</li> </ul> <p>3.3 Explain Video Basics for Social Media</p> <p>3.4 Explain how to shoot engaging videos using:</p> <ul style="list-style-type: none"> <li>▪ shots</li> <li>▪ Angles</li> <li>▪ Transitions</li> <li>▪ Storytelling</li> </ul>	<p>Explain the Basic Photography Principles in Social Media:</p> <ul style="list-style-type: none"> <li>▪ Lighting</li> <li>▪ Composition</li> </ul> <p>Video and Photo Editing Software packages.</p> <p>Explain Video Basics for Social Media</p> <p>Explain how to shoot engaging videos using:</p> <ul style="list-style-type: none"> <li>▪ shots</li> <li>▪ Angles</li> <li>▪ Transitions</li> <li>▪ Storytelling</li> </ul>	<p>Textbooks, Multimedia Projector, Marker board, Marker</p>	<p>Demonstrate using Camera, Video Editing Software and Writing short story</p>	<p>Guide Learners to Demonstrate how to use Camera and Editing Applications to produce engaging Videos for Social Media Platforms</p>	<p>Production Gear, Computer, Software packages, Script, Storage Device, Videos, Multimedia Projector, Flip Chart, Pictures, Electronic Board,</p>
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	<p>3.5 Explain the importance of Aspect Ratios:</p> <ul style="list-style-type: none"> <li>▪ 9:16 for Stories,</li> <li>▪ 1:1 for Instagram posts</li> <li>▪ 16:9 for YouTube Videos</li> </ul>	<p>Explain the importance of Aspect Ratios:</p> <ul style="list-style-type: none"> <li>▪ 9:16 for Stories</li> <li>▪ 1:1 for Instagram posts</li> <li>▪ 16:9 for YouTube Videos</li> </ul>		<p>Demonstrate the Process of Capturing and Editing a photo or short video for Instagram and TikTok.</p>	<p>Guide Learners to Demonstrate how to use Video and Still Cameras to Capture images with the appropriate Aspect Ratios</p>	
<b>GENERAL OBJECTIVE 4.0:</b> Understand Viral Social Media Campaigns						
<b>11-12</b>	<p>4.1 Explain what makes content go viral:</p> <ul style="list-style-type: none"> <li>▪ Relatability</li> <li>▪ Emotion</li> <li>▪ Shareability</li> </ul>	<p>Explain what makes content go viral:</p> <ul style="list-style-type: none"> <li>▪ Relatability</li> <li>▪ Emotion</li> <li>▪ Shareability</li> </ul>	<p>Journals, Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker</p>			



	<p>4.2 Explain Successful Viral Campaigns, such as:</p> <ul style="list-style-type: none"> <li>▪ Tiktok Challenge</li> <li>▪ Brand Campaign</li> <li>▪ Social Media Movement</li> </ul> <p>4.3 Explain how brands leverage trends, humor and influencers to gain visibility.</p>	<p>Explain Successful Viral Campaigns, such as:</p> <ul style="list-style-type: none"> <li>▪ Tiktok Challenge</li> <li>▪ Brand Campaign</li> <li>▪ Social Media Movement</li> </ul> <p>Discuss how brands leverage trends, humor and influencers to gain visibility.</p>				
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<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 4: Introduction to Animation and Digital Media</b>			<b>COURSE CODE: SAT 122</b>
			<b>CONTACT HOURS: 48</b>
<b>YEAR: 1</b>	<b>TERM: 2</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 24 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide trainee with the knowledge and skills of Animation, Digital Media and Digital Media</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <p>1.0. Understand Animation and Digital Media</p> <p>2.0. Understand Career Paths in Animation and Digital Media (Film, Games, Advertising and Social Media)</p> <p>3.0. Understand Traditional Vs Digital Animation</p> <p>4.0. Know the Basic Tools and Software Overview (Adobe Animate, Blender, Toon Boom, After Effect)</p>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 4: Introduction to Animation and Digital Media				COURSE CODE: SAT 122		CONTACT HOURS: 48
YEAR: 1		TERM: 2		PRE: REQUISITE:	Theoretical: 24 Hours Practical: 24 Hours	
GOAL: This module is designed to provide trainee with the knowledge and skills of Animation, Digital Media and Digital Media						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Understand Animation and Digital Media						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-2	1.1 Define Animation and how it applies to different industries  1.2 Explain the difference between Animation and Digital Media  1.3 Explain how animation is used in:  ▪ Entertainment ▪ Video Games ▪ Advertising & Marketing ▪ Social Media	Explain Animation and how it applies to different industries  Discuss the difference between Animation and Digital Media  Explain how animation is used in:  ▪ Entertainment ▪ Video Games ▪ Advertising & Marketing ▪ Social Media	Computers Textbook, Internet, Multimedia Projector, Marker board, Marker			

<b>GENERAL OBJECTIVE 2.0: Understand Careers in Animation and Digital Media (Film, Games, Advertising and Social Media)</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>3-5</b>	<p>2.1 List Career Paths in Animation and Digital Media:</p> <ul style="list-style-type: none"> <li>▪ 2D Animator</li> <li>▪ 3D Animator</li> <li>▪ Storyboard Artist</li> <li>▪ Motion Graphics Designer.</li> <li>▪ Visual Effects (VFX) Artist</li> <li>▪ Game Animator</li> <li>▪ Freelance Animator</li> <li>▪ Content Creator</li> </ul> <p>2.2 Explain the skills required for different Animation jobs, such as Storytelling, Drawing, Modeling, and Editing.</p>	<p>Explain the Career Paths in Animation and Digital Media:</p> <ul style="list-style-type: none"> <li>▪ 2D Animator</li> <li>▪ 3D Animator</li> <li>▪ Storyboard Artist</li> <li>▪ Motion Graphics Designer</li> <li>▪ Visual Effects (VFX) Artist</li> <li>▪ Game Animator</li> <li>▪ Freelance Animator</li> <li>▪ Content Creator</li> </ul> <p>Discuss the skills required for different Animation jobs, such as Storytelling, Drawing, Modeling, and Editing.</p>	<p>Computer, Textbooks, Internet, Multimedia Projector, Marker Board, Marker</p>			

	2.3 Explain Freelancing vs. Studio Jobs  2.4 Explain how to choose a career in animation and research its job roles, required skills and salary expectations.	Explain Freelancing vs. Studio Jobs  Discuss how to choose a career in animation and research its job roles, required skills and salary expectations.				
<b>GENERAL OBJECTIVE 3.0: Know the Traditional and Digital Animation</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>6-9</b>	3.1 Describe the evolution of animation from hand-drawn techniques to digital methods.  3.2 List the type of Animations  3.3 Explain the advantages and challenges of each animation method	Explain the evolution of animation from hand-drawn techniques to digital methods.  Explain the Various types of Animations  Explain the advantages and challenges of each animation method	Journals, Internet, Computer, Textbooks, Multimedia Projector, Marker Board, Marker	Identify the types of Animations	Guide the Learners to identify types of Animations  Guide the Learners to	Computer, Videos Projector, Slides, Pictures, Videos, Electronic Board

	3.4 Explain the differences between Traditional and Digital Animation	Explain the differences between Traditional and Digital Animation		Demonstrate the difference in Traditional and Digital Animation	demonstrate the difference in Traditional and Digital Animation	
<b>GENERAL OBJECTIVE 4.0: Know the Basic Tools and Software Overview (Adobe Animate, Blender, Toon Boom, After Effect)</b>						
<b>10-12</b>	<p>4.1 Explain the industry-standard software packages for animation and digital media</p> <p>4.2 Identify the Interface and the difference between these basic Animation Software:</p> <ul style="list-style-type: none"> <li>▪ Adobe Animate</li> <li>▪ Toon Boom Harmony</li> <li>▪ Blender</li> <li>▪ Autodesk Maya</li> <li>▪ After Effects</li> </ul> <p>4.3 Explain the basic functions of each software and when to use them.</p>	<p>Explain the industry-standard software packages for animation and digital media</p> <p>Describe the Interface and the difference between these basic Animation Software:</p> <ul style="list-style-type: none"> <li>▪ Adobe Animate</li> <li>▪ Toon Boom Harmony</li> <li>▪ Blender</li> <li>▪ Autodesk Maya</li> <li>▪ After Effects</li> </ul> <p>Explain the basic functions of each software and when to use them.</p>	Journals, Internet, Computer, Textbook Multimedia Projector, Marker Board, Marker	Identify the types of Animation Software packages, Interfaces, and difference	Guide learners to identify the types of Animation Software packages	Computer, Software, Videos Projector, Flip Chart, Pictures, Videos, Electronic Board

<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 5: Principles of Animation</b>			<b>COURSE CODE: SAT 132</b>
<b>YEAR: 1</b>	<b>TERM: 3</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide trainee with the knowledge and skills to create smooth and realistic movement, keyframing, and complete a simple bouncing ball animation.</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <p>1.0. Know the principles of Animation (Squash, Stretch, Anticipation, Timing, etc.)</p> <p>2.0. Know Frame Rates and Keyframing Basics</p> <p>3.0. Know the fundamentals to Hand-Drawn (2D) and Stop-Motion Animation</p> <p>4.0. Know the Simple Bouncing Ball Animation Project</p>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 5: Principles of Animation				COURSE CODE: 132		CONTACT HOURS: 36
YEAR: 1	TERM: 3	PRE: REQUISITE:	Theoretical: 36 Hours Practical: 48 Hours			
GOAL: This module is designed to provide trainee with the knowledge and skills to create smooth and realistic movement, keyframing, and complete a simple bouncing ball animation.						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know the principles of Animation (Squash, Stretch, Anticipation, Timing, etc.)						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Explain why animation principles are important for creating believable movement.  1.2 Identify the 12 Principles of Animation developed by Disney animators Frank Thomas & Ollie Johnston: <ul style="list-style-type: none"><li>Squash &amp; Stretch</li><li>Anticipation</li><li>Staging</li><li>Straight Ahead &amp; Pose-to-Pose</li></ul>	Explain why animation principles are important for creating believable movement.  Discuss the 12 Principles of Animation developed by Disney animators Frank Thomas & Ollie Johnston: <ul style="list-style-type: none"><li>Squash &amp; Stretch</li><li>Anticipation</li></ul>	Computer, Textbooks, Internet, Multimedia Multimedia Projector, Marker board, Marker	Demonstrate the 12 Principles of Animation developed by Disney animators Frank Thomas & Ollie Johnston: <ul style="list-style-type: none"><li>Squash &amp; Stretch</li><li>Anticipation</li></ul>	Guide learners to Demonstrate the 12 Principle of Animation developed by Disney animators Frank Thomas & Ollie Johnston	Computer, Software, Projector, Flip Chart, Pictures, Videos, Electronic Board, Ping Pong, Table Tennis, Bats, Paper, Pencil, Images



	<ul style="list-style-type: none"> <li>▪ Follow-Through &amp; Overlapping Action</li> <li>▪ Slow In &amp; Slow Out</li> <li>▪ Arcs</li> <li>▪ Secondary Action</li> <li>▪ Timing</li> <li>▪ Exaggeration</li> <li>▪ Solid Drawing</li> <li>▪ Appeal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staging</li> <li>▪ Straight Ahead &amp; Pose-to-Pose</li> <li>▪ Follow-Through &amp; Overlapping Action</li> <li>▪ Slow In &amp; Slow Out</li> <li>▪ Arcs</li> <li>▪ Secondary Action</li> <li>▪ Timing</li> <li>▪ Exaggeration</li> <li>▪ Solid Drawing</li> <li>▪ Appeal</li> </ul> <p>Explain each principle and identify how they improve animation</p>		<ul style="list-style-type: none"> <li>▪ Staging</li> <li>▪ Straight Ahead &amp; Pose-to-Pose</li> <li>▪ Follow-Through &amp; Overlapping Action</li> <li>▪ Slow In &amp; Slow Out</li> <li>▪ Arcs</li> <li>▪ Secondary Action</li> <li>▪ Timing</li> <li>▪ Exaggeration</li> <li>▪ Solid Drawing</li> <li>▪ Appeal</li> </ul> <p>Demonstrate the Animation process of each principle using videos, illustration and images</p>	Guide Learners to Demonstrate each principle and how it improves Animation	
	1.3 Describe each principle and identify how they improve animation					

<b>GENERAL OBJECTIVE 2.0: Know Frame Rates and Keyframing Basics</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>5-7</b>	<p>2.1 Define Frame Rates and Keyframing</p> <p>2.2 Explain frame rates and their impact on animation smoothness:</p> <ul style="list-style-type: none"> <li>▪ 24 FPS (frames per second)</li> <li>▪ 30 FPS</li> <li>▪ 12 FPS</li> </ul> <p>2.3 Explain the keyframing basics:</p> <ul style="list-style-type: none"> <li>▪ Keyframes</li> <li>▪ In-Betweening (Tweening)</li> <li>▪ Easing in &amp; out</li> </ul>	<p>Explain Frame Rates and Keyframing</p> <p>Explain frame rates and their impact on animation smoothness:</p> <ul style="list-style-type: none"> <li>▪ 24 FPS (frames per second)</li> <li>▪ 30 FPS</li> <li>▪ 12 FPS</li> </ul> <p>Explain the keyframing basics:</p> <ul style="list-style-type: none"> <li>▪ Keyframes</li> <li>▪ In-Betweening (Tweening)</li> <li>▪ Easing in &amp; out</li> </ul>	<p>Computer, Textbooks, Internet, Multimedia Projector, Marker board, Marker</p>	<p>Identify frame rates and their impact on animation smoothness:</p> <ul style="list-style-type: none"> <li>▪ 24 FPS (frames per second)</li> <li>▪ 30 FPS</li> <li>▪ 12 FPS</li> </ul> <p>Demonstrate the Animation of a simple movement (e.g., a bouncing ball or waving hand) using keyframes in Animation Software:</p> <ul style="list-style-type: none"> <li>▪ Blender</li> <li>▪ Adobe Animate</li> <li>▪ Toon Boom Harmony</li> </ul>	<p>Guide the Learner to identify frame rates and their impact on animation smoothness:</p> <ul style="list-style-type: none"> <li>▪ 24 FPS (frames per second)</li> <li>▪ 30 FPS</li> <li>▪ 12 FPS</li> </ul> <p>Guide the Learners to demonstrate how to apply Keyframes</p>	<p>Computer Software, Video Projector, Slides, Pictures, Videos, Electronic Board</p>

<b>GENERAL OBJECTIVE 3.0: Know the Fundamentals to Hand-Drawn (2D) and Stop-Motion Animation</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>8-10</b>	<p>3.1 Explain the evolution of animation from hand-drawn techniques to digital methods.</p> <p>3.2 Explain the basics of hand-drawn (frame-by-frame) 2D animation:</p> <ul style="list-style-type: none"> <li>▪ Using onion skinning to see previous frames.</li> <li>▪ Drawing key poses first, then adding in-between frames.</li> </ul> <p>3.3 Define Stop-Motion Animation</p>	<p>Explain the evolution of animation from hand-drawn techniques to digital methods.</p> <p>Explain the basics of hand-drawn (frame-by-frame) 2D animation:</p> <ul style="list-style-type: none"> <li>▪ Using onion skinning to see previous frames.</li> <li>▪ Drawing key poses first, then adding in-between frames.</li> </ul>	<p>Internet-Router, Camera, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Onions,</p>	<p>Carry out Frame by Frame Animation (2D Animation) using Onions as a module</p>	<p>Guide learners to carry out frame by frame animation using Onions as a module</p>	<p>Computer, Software, Camera, Video Projector, Slides, Pictures, Videos, Electronic Board, Onions, Paper, Clay, Puppets, Mobile Phone</p>

	<p>3.4 Explain stop-motion animation techniques:</p> <ul style="list-style-type: none"> <li>▪ Capturing individual frames of real objects (clay, paper, puppets).</li> <li>▪ Adjusting characters slightly between each shot to create motion.</li> <li>▪ Using software like Dragon frame or mobile apps for stop-motion animation</li> </ul> <p>3.5 Explain the pros &amp; cons of 2D hand-drawn vs. stop-motion animation.</p>	<p>Explain Stop-Motion Animation</p> <p>Explain stop-motion animation techniques:</p> <ul style="list-style-type: none"> <li>▪ Capturing individual frames of real objects (clay, paper, puppets).</li> <li>▪ Adjusting characters slightly between each shot to create motion.</li> <li>▪ Using software like Dragon frame or mobile apps for stop-motion animation</li> </ul> <p>Explain the pros &amp; cons of 2D hand-drawn vs. stop-motion animation.</p>		<p>Carry out Stop- Motion Animation Technique using Clay, Puppets or Paper as a module</p>	<p>Guide learners to carry out Stop-Motion Animation Technique using Clay, Puppets or Paper as a module</p>	
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<b>GENERAL OBJECTIVE 4.0: Know the Simple Bouncing Ball Animation Project</b>						
<b>11-12</b>	4.1 Explain the 12 principles of animation to create a bouncing ball animation.	Explain the 12 principles of animation to create a bouncing ball animation.	Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker, Tennis Balls			
	4.2 Explain how to show weight and gravity by adjusting squash & stretch.	Explain how to show weight and gravity by adjusting squash & stretch.		Carry out the Weight and Gravity Principle of Animation Technique	Demonstrate the Weight and Gravity principle of Animation Technique	Computer, Software, Video Projector, Flip Chart, Pictures, Videos, Electronic Board, Bouncing Ball/ Ping Pong
	4.3 Explain the Use of keyframes and in-betweens to create smooth movement.	Explain the Use of keyframes and in-betweens to create smooth movement.				
	4.4 Explain how to adjust timing and spacing to make the bounce look natural.	Explain how to adjust timing and spacing to make the bounce look natural.		Carry out the Weight and Gravity Technique, Timing and Spacing, use of Keyframe and in-betweens	Guide the Learners to carry out bouncing ball with realistic motion, using squash & stretch	

	4.5 Explain how to render the final animation and review improvements.	Explain how to render the final animation and review improvements		Demonstrate how to render the final animation and review improvements	Guide the Learner to Demonstrate how to render the final animation and review improvements	
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<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 6: Introduction to Storytelling and Concept Development</b>		<b>COURSE CODE: SAT 112</b>	<b>CONTACT HOURS: 36</b>
<b>YEAR: 1</b>	<b>TERM: 1</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide the trainee with the knowledge and skills to develop compelling characters, write engaging scripts, create storyboards, and design mood boards and animatics.</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <ul style="list-style-type: none"> <li>1.0. Know Creating compelling Characters and Narratives</li> <li>2.0. Know Scripting and Character Rigging</li> <li>3.0. Know Mood Boards and Animatics</li> <li>4.0. Develop Storytelling Skills</li> </ul>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 6: Introduction to Storytelling and Concept Development				COURSE CODE: SAT 112		CONTACT HOURS: 36
YEAR: 1	TERM: 1	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours			
GOAL: This module is designed to introduce the students to know how to develop compelling characters, write engaging scripts, create storyboards, and design mood boards and animatics						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know Creating compelling Characters and Narratives						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-3	1.1 Define Storytelling with compelling Characters and Narrative	Explain Storytelling with compelling Characters and Narrative	Computer, Textbook, Internet, Multimedia Projector, Marker board, Marker, Books,			
	1.2 Explain the importance of storytelling in animation and digital media	Discuss the importance of storytelling in animation and digital media				
	1.3 Explain the key Elements of a great Story: ▪ Character	Explain the key Elements of a great Story:				



	<ul style="list-style-type: none"> <li>▪ Conflict</li> <li>▪ Resolution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Character</li> <li>▪ Conflict</li> <li>▪ Resolution</li> </ul>				
	<p>1.4 Explain Character Development Techniques:</p> <ul style="list-style-type: none"> <li>▪ Character Backstory</li> <li>▪ Visual Design</li> <li>▪ Expressions and movements</li> </ul>	<p>Explain Character Development Techniques:</p> <ul style="list-style-type: none"> <li>▪ Character Backstory</li> <li>▪ Visual Design</li> <li>▪ Expressions and movements</li> </ul>				
	<p>1.5 Explain the different story structures using:</p> <ul style="list-style-type: none"> <li>▪ The Three-Act Structure (Setup, Conflict, Resolution).</li> <li>▪ The Hero's Journey (classic storytelling arc used in films like <i>The Lion King</i> and <i>Star Wars</i>).</li> </ul>	<p>Explain the different story structures using:</p> <ul style="list-style-type: none"> <li>▪ The Three-Act Structure (Setup, Conflict, Resolution).</li> <li>▪ The Hero's Journey (classic storytelling arc used in films like <i>The Lion King</i> and <i>Star Wars</i>).</li> </ul>		<p>Illustrate the Concept and processes using The Three-Act Structure with classic storytelling</p>	<p>Guide the Learner Illustrate the Concept and processes using The Three-Act Structure with classic storytelling</p>	<p>Internet-Router, Computer, Software, Projector, Flip Chart, Pictures, Videos, Electronic Board, Papers, Books, Script,</p>

<b>GENERAL OBJECTIVE 2.0: Know Scripting and Character Rigging</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>4-7</b>	<p>2.1 Explain the Basics of Scriptwriting for Animation</p> <p>2.2 Explain writing in a screenplay format using:</p> <ul style="list-style-type: none"> <li>▪ Scene descriptions</li> <li>▪ Dialogue</li> <li>▪ Actions</li> </ul> <p>2.3 Explain the role of a storyboard:</p> <ul style="list-style-type: none"> <li>▪ Visual blueprint</li> <li>▪ Camera angles, character poses, and key actions.</li> <li>▪ Plan shots and movements.</li> </ul>	<p>Explain the basics of scriptwriting for animation</p> <p>Explain writing in a screenplay format using:</p> <ul style="list-style-type: none"> <li>▪ Scene descriptions</li> <li>▪ Dialogue</li> <li>▪ Actions</li> </ul> <p>Discuss the role of a storyboard:</p> <ul style="list-style-type: none"> <li>▪ Visual blueprint</li> <li>▪ Camera angles, character poses, and key actions.</li> <li>▪ Plan shots and movements.</li> </ul>	Books, Internet-Router, Multimedia Projector, Video, Story books, Papers			
				Illustrate a One-page script and story board with Visual Blueprint,	Guide the learners to Illustrate a One page script and story board with	Computer, Software, Internet-Router, Projector,

	<p>2.4 Explain how to create a storyboard using:</p> <ul style="list-style-type: none"> <li>▪ Rough sketches of key scenes.</li> <li>▪ Use arrows to indicate movement.</li> <li>▪ Write brief Scene Descriptions and Dialogue.</li> </ul> <p>2.5 List Types of Story Board Tools</p> <p>Like:</p> <ul style="list-style-type: none"> <li>▪ Toon Boom Storyboard Pro</li> <li>▪ Adobe Photoshop</li> <li>▪ Traditional Paper Sketches.</li> </ul>	<p>Discuss how to create a storyboard using:</p> <ul style="list-style-type: none"> <li>▪ Rough sketches of key scenes.</li> <li>▪ Use arrows to indicate movement.</li> <li>▪ Write brief Scene Descriptions and Dialogue.</li> </ul> <p>Explain the types of Story Board Tools Like:</p> <ul style="list-style-type: none"> <li>▪ Toon Boom Storyboard Pro</li> <li>▪ Adobe Photoshop</li> <li>▪ Traditional Paper Sketches.</li> </ul>		camera Angles, Plan shots and Movement	Visual Blueprint, camera Angles, Plan shots and Movement	Flip Chart, Pictures, Videos, Electronic Board, Papers, Script,
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<b>GENERAL OBJECTIVE 3.0: Know Mood Boards and Animatics</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>8-11</b>	<p>3.1 Define Mood Board</p> <p>3.2 Explain how a Mood Board helps establish the artistic style of an animation</p> <p>3.3 Explain how to create a Mood Board using:</p> <ul style="list-style-type: none"> <li>Collect images, color palettes, and textures.</li> <li>Define the overall look and feel (cartoonish, realistic, stylized, etc.)</li> </ul> <p>3.4 Explain the steps to create an animatic:</p> <ul style="list-style-type: none"> <li>Scan or create digital storyboard frames.</li> <li>Arrange them in video editing software</li> </ul>	<p>Explain Mood Board</p> <p>Explain how a Mood Board helps establish the artistic style of an animation</p> <p>Explain how to create a Mood Board using:</p> <ul style="list-style-type: none"> <li>Collect images, color palettes, and textures.</li> <li>Define the overall look and feel (cartoonish, realistic, stylized, etc.)</li> </ul> <p>Explain the steps to create an animatic:</p> <ul style="list-style-type: none"> <li>Scan or create digital storyboard frames.</li> </ul>	<p>Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker, Papers</p>	<p>Demonstrate the Process of creating Mood Boards using Images, Color Palettes and Textures.</p>	<p>Guide the Learner to Demonstrate the Process of creating Mood Boards using Images, Color Palettes and Textures.</p>	<p>Computer Software Videos Projector Slides Pictures Electronic Board Papers Script Microphone</p>

	(Premiere Pro, Toon Boom, or After Effects). ■ Add rough voiceovers, sound effects, or background music.	■ Arrange them in video editing software (Premiere Pro, Toon Boom, or After Effects). ■ Add rough voiceovers, sound effects, or background music.		Demonstrate using Software, to arrange, Scanned Images, Background, Sound Effect and Voice-over to achieve 30 seconds Animatic Video.	Guide the learners to demonstrate, using Software, to arrange Scanned Images, Background, Sound Effect and Voice-over to achieve 30 seconds Animatic Video.	
<b>GENERAL OBJECTIVE 4.0:</b> Develop Storytelling Skills						
<b>12</b>				Identify a workable Concept  Demonstrate how to write a Script for a Short Animation  Demonstrate how to carry out a detailed Storyboard	Guide the learner to identify a workable concept  Guide the learner to demonstrate how to write a Script for a Short Animation  Guide the Learner to carry out a detailed Storyboard	Computer, Software, Videos, Projector, Slides, Pictures Videos Electronic Board Paper

<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 7: Visual Content and Video Production</b>		<b>COURSE CODE: SAT 211</b>	<b>CONTACT HOURS: 48</b>
<b>YEAR: 2</b>	<b>TERM: 1</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 24 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide the trainee with knowledge and skills on Content and Video Production</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1.0. Know Canva, Adobe Premiere and Adobe Audition</li> <li>2.0. Know how to create and engage Instagram Stories, Reels, Short skits and TikTok</li> <li>3.0. Know the basics of video scripting and editing</li> <li>4.0 Know how to create 30 seconds social media video</li> </ol>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY						
MODULE 7: Visual Content and Video Production				COURSE CODE: SAT 211		CONTACT HOURS: 48
YEAR: 2		TERM: 1	PRE: REQUISITE:	Theoretical: 24 Hours Practical: 24 Hours		
GOAL: This module is designed to provide the trainee with knowledge and skills on Content and Video Production						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know Canva, Adobe Premiere and Adobe Audition						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Define Canva, Adobe Premiere and Adobe Audition.  1.2 Explain the Basics of graphics design for social media using <ul style="list-style-type: none"><li>▪ Canva</li><li>▪ Adobe Premiere</li><li>▪ Adobe Audition</li></ul>	Explain Canva, Adobe Premiere and Adobe Audition  Explain the Basics of graphics design for social media using <ul style="list-style-type: none"><li>▪ Canva</li><li>▪ Adobe Premiere</li><li>▪ Adobe Audition</li></ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify Editing Software packages such as Canva, Adobe Premier, Adobe Audition and their purpose.	Guide the Learner to identify Editing Software packages such as Canva, Adobe Premier, Adobe Audition and their purpose.	Internet-Router, Computer, Software, Camera, Videos, Flip Chart, Images

	1.3 Explain the interface, Tools and the functions of: <ul style="list-style-type: none"> <li>▪ Canva</li> <li>▪ Adobe Premiere</li> <li>▪ Adobe Audition</li> </ul>	Explain the interface, Tools and the functions of: <ul style="list-style-type: none"> <li>▪ Canva</li> <li>▪ Adobe Premiere</li> <li>▪ Adobe Audition</li> </ul>		Identify Canva, Adobe Premiere, and Adobe Audition their Interface, Tools and functions.	Guide the Learner to identify Canva, Adobe Premiere, and Adobe Audition, their Interface, Tools and functions.	
<b>GENERAL OBJECTIVE 2.0: Know how to create and engage Posts, Shorts, Instagram stories, reels and Tiktok</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>5-6</b>	2.1 Explain how to create Posts, stories, reels, short skits and Tiktok video  2.2 Explain how to create an engaging content for Stories, Reels, Posts, and Short Skits on the various Social Media Platforms	Explain how to create Posts, stories, reels, short skits and Tiktok video  Explain how to create an engaging content for Stories, Reels, Posts and Short Skits on the various Social Media Platforms	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify the social media platforms and their distinct functions  Develop an engaging concepts and content for Stories, Reels, Posts and Short Skits on the Social Media Platforms	Guide the Learner to identify the social media platforms and their distinct functions  Guide the learner on how to develop an engaging concepts and content for Stories, Reels,	Internet-Router, Mobile Phones, Computer, Software, Projector writing book, Flip Chart



	2.3 Explain how to manage social media platforms.	Explain how to manage social media platforms.		Identify the rationale behind checking comments and likes, and ways to reply.	Posts, and Short Skits on the Social Media Platforms  Guide the learner to identify the rationale behind checking comments and likes, and ways to reply.	
	2.4 Explain how to read comments, likes and reply followers to keep them engaged	Explain how to read comments, likes and replying followers to keep them engaged.				
<b>GENERAL OBJECTIVE 3.0: Know the Basic of Video Scripting and Editing</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>7-10</b>	3.1 Explain what is Video Scripting and Editing.	Explain Video Scripting and Editing  Explain how to conceptualize story	Computer, Multimedia Projector, Textbooks, Internet, Marker board Marker	Carry out how to write a Short Video Script and Editing	Guide the Learner on how to write a Short Video Script and Editing  Guide the Learner to demonstrate how to conceive	Internet-Router, Computer, Software, Projector, Writing Book Script

	<p>3.2 Explain how to conceptualize story and writing it in a script format.</p> <p>3.3 Describe the various types of Script Editing Software packages and how to edit Videos using them</p> <p>3.4 Explain how to edit a video alongside the script.</p>	<p>and writing it in a script format</p> <p>Explain the various types of Script Editing Software and how to edit Videos using them</p> <p>Explain how to edit a video alongside the script.</p>		<p>Demonstrate how to conceive and write different script Formats</p> <p>Carry out edit with Video Editing Software</p> <p>Carry out video editing using script</p>	<p>different script format.</p> <p>Guide the Learner on how to carry out edit with Video Editing Software</p> <p>Guide the Learner to carry out video Editing using script</p>	
<b>GENERAL OBJECTIVE 4.0: Know how to create 30 Seconds Social Media Video</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>11-12</b>	4.1 Explain how to create a 30-second social media video.	Explain how to create a 30-second social media video.	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify how to develop a Concept, Scripting, Video and Sound Production, and Editing	Guide the Learner on how to develop a Concept, Scripting, Video and Sound Production, and Editing	Internet-Router Computer, Software, Camera, Mobile Phone, Script, Images, Videos,

	<p>4.2 Explain the use of camera and camera angles to tell a story.</p> <p>4.3 Describe how to:</p> <ul style="list-style-type: none"> <li>▪ Create a folder structure</li> <li>▪ Log and Rename Footages</li> <li>▪ Import Videos, Audios, Images and Sound in accordance with production script</li> </ul>	<p>Explain the use of camera and camera angles to tell a story.</p> <p>Explain how to:</p> <ul style="list-style-type: none"> <li>▪ Create a folder structure</li> <li>▪ Log and Rename Footages</li> <li>▪ Import Videos, Audios, Images and Sound in accordance with production script</li> </ul>		<p>Carry out video shots according to script</p> <p>Identify how to</p> <ul style="list-style-type: none"> <li>▪ Create a folder structure</li> <li>▪ Log and Rename Footages</li> <li>▪ Import Videos, Audios Images and Sound in accordance with production script</li> </ul>	<p>Guide the Learner on how to carry out video shots according to script</p> <p>Guide the Learner to identify how to</p> <ul style="list-style-type: none"> <li>▪ Create a folder structure</li> <li>▪ Log and Rename Footages</li> <li>▪ Import Videos, Audios Images and Sound in accordance with production script</li> </ul>	Storage Device, Flip Chart Paper
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	<p>4.4 Explain how to edit on timeline using imported materials.</p> <p>4.5 Explain Rendering and Exporting the final project.</p>	<p>Explain how to edit on timeline using imported materials.</p> <p>Explain Rendering and Exporting the final project.</p>		<p>Demonstrate how to import footages for editing</p>	<p>Guide the Learner on how to import footages for editing</p>	
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<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 8: Social Media Engagement and Growth Strategy</b>		<b>COURSE CODE: SAT 212</b>	<b>CONTACT HOURS: 36</b>
<b>YEAR: 2</b>	<b>TERM: 1</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide the trainee with the knowledge and skills of Social Media Engagement and Collaboration</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>1.0. Know how to Increase Engagement</li> <li>2.0. Know how to respond to Comments and Manage Community Dynamics</li> <li>3.0. Know how to Collaborate with Influencers and Brands</li> <li>4.0. Know how to do Live Streaming on Social Media Platforms.</li> </ol>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY						
MODULE 8: Social Media Engagement and Growth Strategy				COURSE CODE: SAT 221		CONTACT HOURS:36
YEAR: 2		TERM: 2	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours		
GOAL: This module is designed to provide the trainee with the knowledge and skills of Social Media Engagement and Collaboration						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know how to increase engagement						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-3	1.1 Define Social Media Engagement and how to increase engagement.	Explain social Media engagement and how to increase engagement	Multimedia Projector, Textbooks, Internet, Marker board, Marker			Internet-Router, Computer, Software, Camera, Sound production equipment, Lighting instrument, Mobile Phones, Flip Chart, Videos, Images,
	1.2 Explain what engagement means in social media and how to relate with other stakeholders	Explain what engagement means in social media and how to relate with other stakeholders.		Identify major stakeholders and how to relate with them positively and achieve desired result.	Guide student to identify stakeholders and demonstrate content that can appeal to audience.	
	1.3 Explain the Basics of engagement and engagement techniques in social media using:			Create content of interest that can	Guide student to create content of	

	<ul style="list-style-type: none"> <li>• Engagement with stakeholders</li> <li>• Comment bumps</li> <li>• followership</li> <li>• stories, short and live videos</li> </ul> <p>1.4 Explain best practices in achieving increased engagement through:</p> <ul style="list-style-type: none"> <li>• Interactive contents</li> <li>• Shareable contents</li> <li>• High-quality visuals/sounds</li> </ul> <p>1.5 Explain variety of stakeholders in social media and list the basics techniques of engagement in social media.</p>	<p>Explain the Basics and engagement techniques in social media using:</p> <ul style="list-style-type: none"> <li>• Engagement with stakeholders</li> <li>• Comment bump</li> <li>• followership</li> <li>• stories, short and live videos</li> </ul> <p>Explain best practices in achieving increased engagement through:</p> <ul style="list-style-type: none"> <li>• Interactive content</li> <li>• Shareable content</li> <li>• High-quality visuals/sounds</li> </ul> <p>Explain variety of stakeholders in social media and list the basics techniques of</p>		<p>spark emotions and participation.</p>	<p>interest that can spark emotions and participation which will translate into increased engagement.</p>	
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	1.6 Explain how to use quizzes and trivia to spark curiosity and invite participation by using texts and visuals.	engagement in social media.  Explain how to use quizzes and trivia to spark curiosity and invite participation by using texts and visuals.				
<b>GENERAL OBJECTIVE 2.0: Know how to respond to Comments and Manage Community Dynamics</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>4-6</b>	2.1 Define Community Management.  2.2 Explain the importance of responding to comments, likes, and share on social media  2.3 Explain strategies for community building and audience interaction.	Define Community Management  Explain the importance of responding to comments, likes, and share on social media  Explain strategies for community building and audience interaction	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker			Internet-Router, Computer, Software, Flip Chart, Videos, Images,



	2.4 Explain the various stakeholders in the social media ecosystem.	Explain the various stakeholders in the social media ecosystem.		Illustrate the connection within the Social Media Ecosystem	Guide the Learner on how to Illustrate the connection within the Social Media Ecosystem	
	2.4 Explain how to develop comments response strategy: <ul style="list-style-type: none"> <li>Positive comments</li> <li>Negative or sensitive comments</li> <li>Neutral comments</li> <li>Spam comments</li> </ul>	Explain how to develop comments response strategy: <ul style="list-style-type: none"> <li>Positive comments</li> <li>Negative or sensitive comments</li> <li>Neutral comments</li> <li>Spam comments</li> </ul>		Develop comments response strategy: <ul style="list-style-type: none"> <li>Positive comments</li> <li>Negative or sensitive comments</li> <li>Neutral comments</li> <li>Spam comments</li> </ul>	Guide the Learner to develop comments response strategy: <ul style="list-style-type: none"> <li>Positive comments</li> <li>Negative or sensitive comments</li> <li>Neutral comments</li> <li>Spam comments</li> </ul>	
	2.6 Explain the role of hashtags, trends, and online challenge in growing an audience.	Explain the role of hashtags, trends, and online challenge in growing an audience.				
		Explain the rules governing the use of hashtags across				

	2.7 Explain the rules governing the use of hashtags across Social Media Platforms.	Social Media Platforms.				
<b>GENERAL OBJECTIVE 3.0: Know how to collaborate with Influencers and Brands.</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>7-9</b>	<p>3.1 Explain social media Influencers and Brand Collaborations</p> <p>3.3 Explain how collaborating with influencers and brands on social media can help expand audience base, build credibility, and drive business results.</p> <p>3.3 Explain how to search for influencers and brands that align with values and target audience.</p>	<p>Explain social media Influencers and Brand Collaborations</p> <p>Explain how collaborating with influencers and brands on social media can help expand audience base, build credibility, and drive business results.</p> <p>Explain how to search for influencers and brands that align with values and target audience.</p>	<p>Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker</p>	<p>Identify collaborative niche using Influencers and Brands.</p> <p>Identify influencers and brands that align with the business and values.</p>	<p>Guide the learner to identify collaborative niche using Influencers and Brands.</p> <p>Guide the learner be able to identify influencers and brands that align</p>	<p>Internet-Router, Computer, Software, Flip Chart, Videos, Images,</p>

					with the business and values.	
<b>GENERAL OBJECTIVE 4.0: Know how to do Live-Streaming on Social Media Platforms.</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>10-12</b>	<p>4. 1 Explain live-streaming on Social Media</p> <p>4.2 Explain live-streaming's immense importance to social media activities</p> <p>4.3 Explain Live-Streaming Strategy on Social Media such as:</p> <ul style="list-style-type: none"> <li>▪ Pre-Streaming Strategy</li> <li>▪ Content Strategy</li> <li>▪ Promotion Strategy</li> </ul>	<p>Explain Live-Streaming on social media</p> <p>Explain live streaming's immense importance to social media activities</p> <p>Explain Live-Streaming Strategy on Social Media such as:</p> <ul style="list-style-type: none"> <li>▪ Pre-Streaming Strategy</li> <li>▪ Content Strategy</li> <li>▪ Promotion Strategy</li> </ul> <p>Explain how to track performance through viewership,</p>	<p>Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker</p>	<p>Carry out:</p> <ul style="list-style-type: none"> <li>▪ Pre-Streaming Strategy</li> <li>▪ Content Strategy</li> <li>▪ Promotion Strategy</li> </ul>	<p>Guide the Learner on how to carry out:</p> <ul style="list-style-type: none"> <li>▪ Pre-Streaming Strategy</li> <li>▪ Content Strategy</li> <li>▪ Promotion Strategy</li> </ul>	<p>Internet-Router, Computer, Software, Flip Chart, Videos, Images, Paper</p>

	<p>4.4 Explain how to track performance through viewership, engagement and comments, to evaluate live-streaming strategy.</p> <p>4.5 Explain how to monitor viewership, how to engage others and how to assess performance.</p>	<p>engagement and comments, to evaluate live-streaming strategy.</p> <p>Explain how to monitor viewership, how to engage others and how to assess performance.</p>		<p>Monitor the Performance of Live Streaming through Analytics</p>	<p>Guide the Learner on how to Monitor the Performance of Live Streaming through Analytics</p>	
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<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 9: Social Media Advertising &amp; Monetization</b>			<b>COURSE CODE: SAT 231</b>
<b>YEAR: 2</b>	<b>TERM: 3</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide trainee with knowledge and skills on how to run paid social media ads, work with Influencers, and Monetize Content through Multiple Strategies.</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the Students should be able to:</p> <ol style="list-style-type: none"> <li>1.0. Know the Basics of Facebook and Instagram Advertising</li> <li>2.0. Understand Influencer Marketing and Brand Partnerships</li> <li>3.0. Know Monetization Strategies (YouTube, Affiliate Marketing, Sponsorships)</li> <li>4.0. Understand Advertising Targeting and Audience Segmentation</li> </ol>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY						
MODULE 9: Social Media Advertising & Monetization				COURSE CODE: SAT 231		CONTACT HOURS: 36
YEAR: 2	TERM: 3	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours			
GOAL: This module is designed to provide trainee with knowledge and skills on how to run paid social media ads, work with Influencers, and Monetize Content through Multiple Strategies.						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know the Basics of Facebook and Instagram Advertising						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Explain the use of Facebook and Instagram as advertising tools.	Explain the use of Facebook and Instagram as advertising tools.	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify major Social Media advertising tools	Guide the Learner to identify major Social Media advertising tools	Internet-Router, Computer, Software, Flip Chart, Videos, Images, Mobile Phone
	1.2 Explain the interface and navigation of the Advertising Manager Platform.	Explain the interface and navigation of the Advertising Manager Platform.		Demonstrate how to use the Advertising Manager Platform	Guide the Learner on how to use the Advertising Manager Platform	
					Guide the Learner on how to identify	

	<p>1.3 List Facebook and Instagram advertising Basics. Such as:</p> <ul style="list-style-type: none"> <li>▪ Campaign Objectives</li> <li>▪ Targeting Options</li> <li>▪ Advert Formats</li> <li>▪ Budgeting</li> </ul>	<p>Explain Facebook and Instagram advertising basics such as:</p> <ul style="list-style-type: none"> <li>▪ Campaign Objectives</li> <li>▪ Targeting Options</li> <li>▪ Advert Formats</li> <li>▪ Budgeting</li> </ul> <p>Explain social media official learning platforms for advertising and the guided rules</p>		<p>Identify Facebook and Instagram advertising basics such as:</p> <ul style="list-style-type: none"> <li>▪ Campaign Objectives</li> <li>▪ Targeting Options</li> <li>▪ Advert Formats</li> <li>▪ Budgeting</li> </ul> <p>Identify social media advertising platform and how to navigate for sales.</p>	<p>Facebook and Instagram advertising basics such as:</p> <ul style="list-style-type: none"> <li>▪ Campaign Objectives</li> <li>▪ Targeting Options</li> <li>▪ Advert Formats</li> <li>▪ Budgeting</li> </ul> <p>Guide the Learner on how to Identify social media advertising platform and navigate for sales.</p>	
	<p>1.4 Explain social media official learning platforms for advertising and the guided rules.</p>					

<b>GENERAL OBJECTIVE 2.0: Understanding Influencer Marketing and Brand Partnership</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>5-6</b>	<p>2.1 Define Influencer Marketing</p> <p>2.2 Explain Influencer Marketing Basics and the typology of Influencers such as:</p> <ul style="list-style-type: none"> <li>▪ Nano Influencers</li> <li>▪ Micro Influencers</li> <li>▪ macro influencers</li> </ul> <p>2.3 Define Brand Partnership.</p> <p>2.4 Explain Brand Partnership Basics and Types of Brand Partnership:</p> <ul style="list-style-type: none"> <li>▪ Sponsored Posts</li> <li>▪ Product Collaborations</li> <li>▪ Brand Ambassadorship</li> <li>▪ Affiliate Marketing</li> </ul>	<p>Define Influencer Marketing.</p> <p>Explain Influencer Marketing Basics and the typology of Influencers such as:</p> <ul style="list-style-type: none"> <li>▪ Nano Influencers</li> <li>▪ Micro Influencers</li> <li>▪ macro influencers</li> </ul> <p>Explain Brand Partnership</p> <p>Explain Brand Partnership Basics and Types of Brand Partnership:</p> <ul style="list-style-type: none"> <li>▪ Sponsored Posts</li> </ul>	<p>Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker</p>			



	<ul style="list-style-type: none"> <li>▪ Event Partnerships</li> </ul> <p>2.5 Explain Key Components of Influencer Marketing and Brand Partnerships such as:</p> <ul style="list-style-type: none"> <li>▪ Content Creation</li> <li>▪ Content Distribution</li> <li>▪ Influencer Marketing Platforms</li> <li>▪ Influencer Rates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Product Collaborations</li> <li>▪ Brand Ambassadorship</li> <li>▪ Affiliate Marketing</li> <li>▪ Event Partnerships</li> </ul> <p>Explain Key Components of Influencer Marketing and Brand Partnerships such as:</p> <ul style="list-style-type: none"> <li>▪ Content Creation</li> <li>▪ Content Distribution</li> <li>▪ Influencer Marketing Platforms</li> <li>▪ Influencer Rates</li> </ul>				
<b>GENERAL OBJECTIVE 3.0: Know Social Media Monetization Strategies (Youtube, Affiliate Marketing, Sponsorships)</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>7-10</b>	<p>3.1 Define Affiliate Marketing.</p> <p>3.2 Explain Key Players such as:</p> <ul style="list-style-type: none"> <li>▪ Affiliate Marketer</li> </ul>	<p>Define Affiliate Marketing.</p> <p>Discuss Key Players such as:</p>	<p>Computer, Software, Multimedia Projector, Textbooks, Internet</p>			<p>Internet-Router, Computer, Software, Flip Chart, Videos, Images,</p>

	<ul style="list-style-type: none"> <li>▪ Merchant Affiliate Networks</li> <li>▪ Customers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Affiliate Marketer</li> <li>▪ Merchant Affiliate Networks</li> <li>▪ Customers</li> </ul>	Marker board Marker			Mobile Phone
	<p>3.3 Explain Monetizing Content on Social Media such as</p> <ul style="list-style-type: none"> <li>▪ Sponsored Posts,</li> <li>▪ Affiliate Links,</li> <li>▪ Product Placements,</li> <li>▪ Shout Outs,</li> <li>▪ Social Media Shopping,</li> <li>▪ Instagram Shop or Facebook Shop.</li> </ul>	<p>Explain Monetizing Content on Social Media such as</p> <ul style="list-style-type: none"> <li>▪ Sponsored Posts,</li> <li>▪ Affiliate Links,</li> <li>▪ Product Placements,</li> <li>▪ Shout Outs,</li> <li>▪ Social Media Shopping,</li> <li>▪ Instagram Shop or Facebook Shop.</li> </ul> <p>Explain how to create effective affiliate content such as:</p> <ul style="list-style-type: none"> <li>▪ High-Quality Content,</li> </ul>		Identify how to produce content in line with the affiliate's wants and needs.	Guide the learner on how to produce content in line with the	

	3.4 Explain how to create effective affiliate content such as: <ul style="list-style-type: none"> <li>▪ High-Quality Contents,</li> <li>▪ Product Reviews,</li> <li>▪ Tutorials and Guides,</li> <li>▪ Social Media Stories and Disclosures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Product Reviews,</li> <li>▪ Tutorials and Guides,</li> <li>▪ Social Media Stories and Disclosures</li> </ul>			affiliate's wants and needs.	
<b>GENERAL OBJECTIVE 4.0: Understand about Advertising Targeting and Audience Segmentation.</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>11-12</b>	4. 1 Define Advertising Targeting and Audience Segmentation  4.2 Explain the various Types Advertising Targeting and Audience Segmentation	Explain Advertising Targeting and Audience Segmentation  Discuss the various Types Advertising Targeting and Audience Segmentation	Computer, Software, Multimedia Projector Textbooks, Internet, Marker board, Marker			

	<p>4.3 Explain Targeting Options on Social Media Platforms such as:</p> <ul style="list-style-type: none"> <li>• Custom Audiences</li> <li>• Lookalike Audiences</li> <li>• Interest-Based Targeting</li> <li>• Demographic Targeting</li> </ul> <p>4.4 Explain Best Practices starting with:</p> <ul style="list-style-type: none"> <li>▪ Broad Targeting</li> <li>▪ Use of Multiple Targeting Options</li> <li>▪ Respect for User Privacy</li> </ul> <p>4.5 Explain Best Practices in advertising targeting</p>	<p>Discuss Targeting Options on Social Media Platforms such as:</p> <ul style="list-style-type: none"> <li>• Custom Audiences</li> <li>• Lookalike Audiences</li> <li>• Interest-Based Targeting</li> <li>• Demographic Targeting</li> </ul> <p>Explain Best Practices starting with:</p> <ul style="list-style-type: none"> <li>▪ Broad Targeting</li> <li>▪ Use of Multiple Targeting Options</li> <li>▪ Respect for User Privacy</li> </ul> <p>Explain Best Practices in Advertising Targeting.</p>				
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<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 10: 2D Digital Animation Techniques</b>			<b>COURSE CODE: SAT 221</b>
<b>YEAR: 2</b>	<b>TERM: 2</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed provide trainee with knowledge and skills to create 2D Digital Animations using industry-standard Software packages</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <ul style="list-style-type: none"> <li>1.0. Know Toon Boom Harmony &amp; Adobe Animate</li> <li>2.0. Know Layering, Backgrounds, and Compositing in 2D</li> <li>3.0. Know Lip-Syncing and Character Rigging</li> </ul>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY						
MODULE 10: 2D Digital Animation Techniques				COURSE CODE: SAT 222		CONTACT HOURS: 36
YEAR: 2		TERM: 1	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours		
GOAL: This module is designed provide trainee with knowledge and skills to create 2D Digital Animations using industry-standard Software packages						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know Toon Boom Harmony & Adobe Animate						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Explain the Toon Boom Harmony and Adobe Animate: <ul style="list-style-type: none"><li>Interface</li><li>Menu,</li><li>Tool Bar</li><li>Panels</li></ul>	Explain the Toon Boom Harmony and Adobe Animate: <ul style="list-style-type: none"><li>Interface</li><li>Menu,</li><li>Tool Bar</li><li>Panels</li></ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Demonstrate the use of Tools, and navigate Menu Bar and Panels	Guide the learner on how to use of Tools, and navigate Menu Bar and Panels	Internet-Router, Computer, Software, Flip Chart, Videos, Images,
	1.4 Explain how to navigate through the interface: <ul style="list-style-type: none"><li>Toon Boom Harmony</li><li>Adobe Animate</li></ul>	Explain how to navigate through the interface: <ul style="list-style-type: none"><li>Toon Boom Harmony</li><li>Adobe Animate</li></ul>		Demonstrate the use of pencil, brush, and shape tools, creating and editing layers, timeline and how to create and rig characters	Guide the Learner on how to use of pencil, brush, and shape tools, creating and editing layers, timeline, and how to create and rig characters	
	1.3 Explain the use of pencil, brush, and shape tools, creating and editing layers, timeline and how to create and rig characters	Explain the use of pencil, brush, and shape tools, creating and editing layers,				

	<p>1.4 Explain Animation Techniques</p> <p>1.5 Explain keyframe Animation by demonstrating the basics of keyframe animation, including setting keyframes, and adjusting timing and spacing.</p>	<p>timeline and how to create and rig characters</p> <p>Explain Animation Techniques</p> <p>Explain keyframe Animation by demonstrating the basics of keyframe animation, including setting keyframes, and adjusting timing and spacing.</p>		<p>Carry out Keyframe Animation, Keyframe Setting, Timing and Spacing.</p>	<p>Guide the learner to carry out Keyframe Animation, Keyframe Setting, Timing and Spacing.</p>	
<b>GENERAL OBJECTIVE 2.0: Know Layering, Backgrounds and Composition</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>5-8</b>	<p>2.1 Explain how Layering works in 2D Animation:</p> <ul style="list-style-type: none"> <li>▪ Foreground</li> <li>▪ Midground</li> </ul>	<p>Explain how Layering works in 2D Animation:</p> <ul style="list-style-type: none"> <li>▪ Foreground</li> <li>▪ Midground</li> </ul>	<p>Computer, Multimedia Projector, Textbooks, Internet, Marker board,</p>			<p>Internet-Router, Computer, Software, Flip Chart,</p>

	<ul style="list-style-type: none"> <li>Background</li> </ul> <p>2.2 Explain how to separate character parts for easier animation</p> <p>2.3 Explain how to explore Compositing Techniques using drawing.</p> <p>2.4 Explain Compositing Techniques using Drawing Tools:</p> <ul style="list-style-type: none"> <li>Adding Shadow and Lighting for Depth.</li> <li>Using Parallax Scrolling for movement.</li> <li>Adjusting layer order for proper depth in a scene.</li> </ul> <p>2.5 Explain frame-by-frame animation vs. symbol-based animation (Rigged Animation.)</p>	<ul style="list-style-type: none"> <li>Background</li> </ul> <p>Explain how to separate character parts for easier animation</p> <p>Explain how to explore compositing techniques using drawing.</p> <p>Explain Compositing Techniques using Drawing Tools:</p> <ul style="list-style-type: none"> <li>Adding Shadows and Lighting for Depth.</li> <li>Using Parallax Scrolling movement.</li> <li>Adjusting layer order for proper depth in a scene.</li> </ul> <p>Discuss frame-by-frame animation vs.</p>	Marker	Identify how to design, and separate characters parts, step by step parts for easier animation	Illustrating how to design and do separation Character Parts, step by step for easy animation	Videos, Images,
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		symbol-based animation (Rigged Animation.)				
<b>GENERAL OBJECTIVE 3.0: Know Lip-syncing and Character Rigging</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>9-12</b>	<p>3.1 Explain the basics of lip-syncing in 2D animation</p> <ul style="list-style-type: none"> <li>▪ Matching mouth shapes (phonemes) to spoken words.</li> <li>▪ Using pre-made mouth shapes to speed up workflow.</li> <li>▪ Syncing with dialogue audio tracks.</li> </ul> <p>3.2. Explain how character rigging improves animation efficiency:</p> <ul style="list-style-type: none"> <li>▪ Creating a digital puppet with movable body parts.</li> <li>▪ Using bones, joints, and pivot points for smooth motion.</li> </ul>	<p>Explain the basics of lip-syncing in 2D animation</p> <ul style="list-style-type: none"> <li>▪ Matching mouth shapes (phonemes) to spoken words.</li> <li>▪ Using pre-made mouth shapes to speed up workflow.</li> <li>▪ Syncing with dialogue audio tracks.</li> </ul> <p>Explain how character rigging improves animation efficiency:</p> <ul style="list-style-type: none"> <li>▪ Creating a digital puppet with movable body parts.</li> </ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	<p>Carry out Lip-Syncing</p> <p>Demonstrate Character rigging using Digital Puppet</p>	<p>Guide the Learn to Carry out Lip-Syncing</p> <p>Guide the Learner on how to demonstrate Character rigging using Digital Puppet</p>	<p>Internet-Router, Computer, Software, Flip Chart, Videos, Images, Papers, Puppet, Microphone, Script</p>

	<p>3.3 Explain the difference between frame-by-frame animation and rigged animation and when to use each.</p>	<ul style="list-style-type: none"> <li>■ Using bones, joints, and pivot points for smooth motion.</li> </ul> <p>Explain the difference between frame-by-frame animation vs. rigged animation and when to use each.</p>		<p>Carry out the difference between Frame by Frame Animation and Rigged Animation</p>	<p>Illustrate the difference between Frame by Frame Animation and Rigged Animation</p>	
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PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY				
MODULE 11: 3D Digital Animation Techniques			COURSE CODE: SAT 222	CONTACT HOURS: 36
YEAR: 2	TERM: 2	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours	
GOAL: This module is designed to provide trainee with knowledge and skills of 3D animation and modeling using Blender and Maya				
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <p>1.0. Introduction to Blender/Maya</p> <p>2.0. Know 3D Modelling basics (Polygon, Sculpting)</p> <p>3.0. Know Texturing, lighting, and rendering</p>				

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY						
MODULE 11: 3D Animation Modelling				COURSE CODE: SAT 222		CONTACT HOURS: 36
YEAR: 2		TERM: 2	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours		
GOAL: This module is designed to provide trainee with knowledge and skills of 3D animation and modeling using Blender and Maya						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Introduction to Blender/Maya						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Understand the role of 3D Animation software in Film, games and Digital Media	Explain the role of 3D Animation software in Film, games and Digital Media.	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker			Internet-Router, Computer, Software, Flip Chart, Videos, Images, Papers
	1.2 Explain the differences between: <ul style="list-style-type: none"><li>▪ Blender</li><li>▪ Autodesk Maya</li></ul>	Explain the differences between: <ul style="list-style-type: none"><li>▪ Blender</li><li>▪ Autodesk Maya</li></ul>				
	1.3 Explain the Navigation and Tools in both software packages: <ul style="list-style-type: none"><li>▪ Viewport navigation</li><li>▪ Object transformation</li><li>▪ Workspaces.</li></ul>	Explain the Navigation and tools in both software packages: <ul style="list-style-type: none"><li>▪ Viewport navigation</li><li>▪ Object transformation</li></ul>		Carry out Navigation and the Uses of Tools in Blender and Maya	Guide the Learner on how to Navigate and	

		<ul style="list-style-type: none"> <li>Workspaces</li> </ul>			use Tools in Blender and Maya	
<b>GENERAL OBJECTIVE 2.0: Know 3D Modelling Basics (Polygons, Sculpting)</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>5-9</b>	2.1 Define Polygon Modeling  2.2 Explain how to Create 3D objects from basic shapes (cubes, spheres, cylinders)  2.4 Explain the following: <ul style="list-style-type: none"> <li>Vertices</li> <li>Edges</li> <li>Faces</li> <li>Extrusion</li> <li>Bevelling</li> <li>Subdivision Modelling.</li> </ul>	Explain polygon modeling  Explain how to Create 3D objects from basic shapes (cubes, spheres, cylinders).  Discuss the Following: <ul style="list-style-type: none"> <li>Vertices</li> <li>Edges</li> <li>Faces</li> <li>Extrusion</li> <li>Bevelling</li> <li>Subdivision Modelling.</li> </ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker,	Identify the Basic Polygon and Modelling Shapes.  Carry out the uses of the following in Character Modelling: <ul style="list-style-type: none"> <li>Vertices</li> <li>Edges</li> <li>Faces</li> <li>Extrusion</li> <li>Bevelling</li> <li>Subdivision</li> </ul>	Guide the learner to use the Basic Polygon and Modelling Shapes.  Guide the Learner to carry out the uses of the following in Character Modelling: <ul style="list-style-type: none"> <li>Vertices</li> <li>Edges</li> <li>Faces</li> <li>Extrusion</li> <li>Bevelling</li> </ul>	Internet-Router, Computer, Software, Flip Chart, Videos, Images, Papers

	2.4 Explain Sculpting Tools, and Building Blocks of 3D Models  2.5 Explain Topology and Edge Flow, clean modelling and smooth animation	Explain Sculpting Tools, and Building Blocks of 3D Models  Explain Topology and Edge Flow, clean modelling and smooth animation		Identify the Sculpting Tools and how to use them.  Identify how to create topology and smooth animation	Subdivision  Demonstrate the process of using Sculpting Tools  Guide the Learner on how to create topology and smooth animation	
<b>GENERAL OBJECTIVE 3.0: Know Texturing, lighting, and rendering</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>10-12</b>	3.1 Explain the Basics of Texturing: <ul style="list-style-type: none"> <li>▪ Applying materials and textures to 3D models.</li> <li>▪ Understanding UV Mapping for proper texture placement.</li> <li>▪ Using PBR (Physically Based Rendering) materials for realistic surfaces.</li> </ul>	Explain the Basics of Texturing: <ul style="list-style-type: none"> <li>▪ Applying materials and textures to 3D models.</li> <li>▪ Understanding UV mapping for proper texture placement.</li> <li>▪ Using PBR (Physically Based</li> </ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify how to create and map texture, and how to use them	Guide learner to know how to create and map texture, and how to use them	Internet-Router, Computer, Software, Flip Chart, Videos, Images, Papers

		Rendering) materials for realistic surfaces.				
	<p>3.2. Explain Lighting Techniques</p> <ul style="list-style-type: none"><li>▪ Key, fill, and rim lighting for depth and realism.</li><li>▪ Adding HDRI environments for realistic reflections</li></ul> <p>3.3 Explain Rendering and Export Basics:</p> <ul style="list-style-type: none"><li>▪ Render Engines</li><li>▪ Samples and Resolution</li></ul>	<p>Explain Lighting Techniques</p> <ul style="list-style-type: none"><li>▪ Key, fill, and rim lighting for depth and realism.</li><li>▪ Adding HDRI environments for realistic reflections</li></ul> <p>Explain Rendering and Export Basics:</p> <ul style="list-style-type: none"><li>▪ Render Engines</li><li>▪ Samples and Resolution</li></ul>		<p>Identify how to add:</p> <ul style="list-style-type: none"><li>▪ Key, fill, and rim lighting for depth and realism.</li><li>▪ Adding HDRI environments for realistic reflections</li></ul>	<p>Guide the learner to Identify how to add:</p> <ul style="list-style-type: none"><li>▪ Key, fill, and rim lighting for depth and realism.</li><li>▪ Adding HDRI environments for realistic reflections</li></ul>	

<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 12: Introduction to Motion Graphics &amp; Visual Effects (VFX)</b>			<b>COURSE CODE: SAT 232</b>
<b>YEAR: 2</b>	<b>TERM: 3</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide trainees with the knowledge and skills of motion graphics and VFX using Adobe After Effects, covering kinetic typography, compositing, and special effects.</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <p>1.0. Introduction to Adobe After Effects</p> <p>2.0. Know Typographic and Kinetic Text Animations</p> <p>3.0. Know Composition and Special Effect</p>			



PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY						
MODULE 12: Introduction to Motion Graphics & Visual Effects (VFX)				COURSE CODE: 232		CONTACT HOURS: 36
YEAR: 2		TERM: 3	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours		
GOAL: This module is designed to provide trainees with the knowledge and skills of motion graphics and VFX using Adobe After Effects, covering kinetic typography, compositing, and special effects.						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Introduction to After Effects						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Explain what is Motion Graphics and VFX  1.2 Explain how Motion Graphics and VFX differ from Traditional Animation.  1.3 Explain After Effects as the industry standard for Motion Graphics and Compositing.	Explain what is Motion Graphics and VFX  Explain how Motion Graphics and VFX differ from Traditional Animation.  Discuss After Effects as the industry standard for motion graphics and compositing.	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker			Internet-Router, Computer, Software, Flip Chart, Videos, Images, Papers

	<p>1.4 Explain the After Effects Interface</p> <ul style="list-style-type: none"> <li>▪ Composition Setting</li> <li>▪ Tools</li> <li>▪ Timeline and Layers.</li> <li>▪ Keyframes and animation basics.</li> <li>▪ Effects, Plug-ins and Presets</li> <li>▪ Masking and Track Mattes</li> <li>▪ Panels</li> <li>▪ Precomp</li> </ul>	<p>Explain the After Effects Interface</p> <ul style="list-style-type: none"> <li>▪ Composition Setting</li> <li>▪ Tools</li> <li>▪ Timeline and Layers.</li> <li>▪ Keyframes and animation basics.</li> <li>▪ Effects, Plug-ins and Presets</li> <li>▪ Masking and Track Mattes</li> <li>▪ Panels</li> <li>▪ Precomp</li> </ul>		<p>Identify how to use and set:</p> <ul style="list-style-type: none"> <li>▪ Composition Setting</li> <li>▪ Tools</li> <li>▪ Timeline and Layers.</li> <li>▪ Keyframes and animation basics.</li> <li>▪ Effects, Plug-ins and Presets</li> <li>▪ Masking and Track Mattes</li> <li>▪ Panels</li> <li>▪ Precomp</li> </ul>	<p>Guide the Learner on how to use and set:</p> <ul style="list-style-type: none"> <li>▪ Composition Setting</li> <li>▪ Tools</li> <li>▪ Timeline and Layers.</li> <li>▪ Keyframes and animation basics.</li> <li>▪ Effects, Plug-ins and Presets</li> <li>▪ Masking and Track Mattes</li> <li>▪ Panels</li> <li>▪ Precomp</li> </ul>	
	<p>1.5 Explain how After Effects integrate other Software packages (Photoshop, Blender, Illustrator, Premiere Pro, Finalcut Pro etc).</p>	<p>Explain how After Effects integrate other software packages (Photoshop, Blender, Illustrator, Premiere Pro, Finalcut Pro etc).</p>				

<b>GENERAL OBJECTIVE 2.0: Know Typographic and Kinetic Text Animations</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>5-8</b>	2.1 List the Importance of Typography	Explain the Importance of Typography	Computer, Projector, Textbooks, Internet, Marker board, Marker	Carry out Text Animation	Guide Learner to carry out Text Animation	Internet-Router, Computer, Software, Flip Chart, Videos, Images, Papers
	2.2 Explain the different types of Text Animation Techniques: <ul style="list-style-type: none"> <li>▪ Kinetic Typography</li> <li>▪ Text Tracking and Leading</li> <li>▪ Fade-ins, pop-ups, and Typewriter Effects.</li> </ul>	Explain the different types of Text Animation Techniques: <ul style="list-style-type: none"> <li>▪ Kinetic Typography</li> <li>▪ Text Tracking and Leading</li> <li>▪ Fade-ins, pop-ups, and Typewriter Effects.</li> </ul>				
	2.3 Explain the use of Motion Paths and Ease-in and Ease-out for smooth text movement.	Explain the use of Motion Paths and Ease-in and Ease-out for smooth text movement.				
	2.5 Explain how to apply text effects like: <ul style="list-style-type: none"> <li>▪ Glow,</li> </ul>	Explain how to apply text effects like:				
				Illustrate Motion Paths, Ease-in and Ease-out	Show the learner how to use Motion Paths, Ease-in and Ease-out	

	<ul style="list-style-type: none"> <li>▪ Shadows,</li> <li>▪ Reflection</li> <li>▪ 3D Extrusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Glow,</li> <li>▪ Shadows,</li> <li>▪ Reflection</li> <li>▪ 3D Extrusion</li> </ul>				
<b>GENERAL OBJECTIVE 3.0: Know Composition and Special Effect</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>8-12</b>	<p>3.1 Define Compositing</p> <p>3.3 Explain how to Combine multiple layers to create a seamless Composition</p> <p>3.4 Explain how to use Green screen (chroma keying) to replace backgrounds.</p> <p>3.3 Explain how VFX is used in movies, TV, and commercials.</p> <p>3.4 Explain masking techniques to cut out objects and create smooth transitions.</p>	<p>Explain Compositing</p> <p>Explain how to Combine multiple layers to create a seamless Composition</p> <p>Explaining how to use green screen (Chroma Keying) to replace backgrounds.</p> <p>Explain how VFX is used in movies, TV, and commercials</p> <p>Explaining masking techniques to cut out objects and create smooth transitions.</p>	<p>Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker</p>	<p>Identify how to use green background for composition</p>	<p>Show the learner how to carry out the Chromakey Process</p>	<p>Internet-Router, Computer, Software, Camera Chain, Light Chain, Flip Chart, Videos, Images, Papers, Green Background,</p>

<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 13: Sound Design and Editing</b>			<b>COURSE CODE: SAT 311</b>
<b>YEAR: 3</b>	<b>TERM: 1</b>	<b>PRE: REQUISITE:</b>	<b>CONTACT HOURS: 36</b>
			<b>Theoretical: 12 Hours</b> <b>Practical: 24 Hours</b>
<b>GOAL: This module is designed to provide trainee with the knowledge and skills of sound design, Foley art, voice acting, and syncing sound with animation.</b>			
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <ul style="list-style-type: none"> <li>1.0. Understand the Basic of Sound Design and Foley Art</li> <li>2.0. Know Synchronizing Sound with Animation</li> <li>3.0. Know Voice Acting and Lip-Syncing</li> <li>4.0. Know how to add effects to an animated clip</li> </ul>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 13: Sound Design and Editing				COURSE CODE: SAT 311		CONTACT HOURS: 36
YEAR: 3		TERM: 1		PRE: REQUISITE:		Theoretical: 12 Hours Practical: 24 Hours
GOAL: This module is designed to provide trainee with the knowledge and skills of sound design, Foley art, voice acting, and syncing sound with animation.						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Understand the Basics of Sound Design and Foley Art						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-2	1.1 Define Sound Design  1.2 Explain the Role of Sound Design in Animation and Film.  1.3 Explain the different types of Sound Elements: Dialogue Sound Effects (SFX) – Music Ambience  1.4 Define Foley Art	Explain Sound Design  Explain the Role of Sound Design in Animation and Film.  Discuss the different types of Sound Elements: Dialogue Sound Effects (SFX) – Music Ambience  Explain Foley Art	Computer, Software, Textbook, Internet, Multimedia Projector, Marker board, Marker Books			

	1.5 Explain how Foley Artists record custom sounds using household objects.	Explain how Foley artists record custom sounds using household objects.				
<b>GENERAL OBJECTIVE 2.0: Know Synchronizing Sound with Animation</b>						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
<b>3-6</b>	<p>2.1 Explain why syncing sound to animation is crucial for realism and immersion.</p> <p>2.2 Explain how to match sound effects with movements and actions.</p> <p>2.3 Explain the basics of waveforms and audio editing in software like:</p> <ul style="list-style-type: none"> <li>• Adobe Audition</li> <li>• Audacity (free)</li> <li>• Premiere Pro</li> <li>• DaVinci Resolve</li> </ul>	<p>Explain why syncing sound to animation is crucial for realism and immersion.</p> <p>Explain how to match sound effects with movements and actions.</p> <p>Explain the basics of waveforms and audio editing in software like:</p> <ul style="list-style-type: none"> <li>• Adobe Audition</li> <li>• Audacity (free)</li> <li>• Premiere Pro</li> <li>• DaVinci Resolve</li> </ul>	Computer, Software, Books, Internet, Multimedia Projector, Video, Audio Books, Papers			<p>Computer Software</p> <p>Videos</p> <p>Projector</p> <p>Slides</p> <p>Pictures</p> <p>Videos</p> <p>Electronic Board</p> <p>Papers</p>

	<p>2.4 Explain the Timing Techniques such as:</p> <ul style="list-style-type: none"> <li>• Cutting and aligning audio with frames.</li> <li>• Using fade-ins, fade-outs, and crossfades for smooth transitions.</li> <li>• Layering sound effects and background music for depth</li> </ul>	<p>Explain the Timing Techniques such as:</p> <ul style="list-style-type: none"> <li>• Cutting and aligning audio with frames.</li> <li>• Using fade-ins, fade-outs, and crossfades for smooth transitions.</li> <li>• Layering sound effects and background music for depth</li> </ul>		<p>Carry out Timing Techniques such as:</p> <ul style="list-style-type: none"> <li>• Cutting and aligning audio with frames.</li> <li>• Using fade-ins, fade-outs, and crossfades for smooth transitions.</li> <li>• Layering sound effects and background music for depth</li> </ul>	<p>Demonstrate the Timing Techniques such as:</p> <ul style="list-style-type: none"> <li>• Cutting and aligning audio with frames.</li> <li>• Using fade-ins, fade-outs, and crossfades for smooth transitions.</li> <li>• Layering sound effects and background music for depth</li> </ul>	
<b>GENERAL OBJECTIVE 3.0: Know Voice Acting and Lip-Syncing</b>						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
<b>7-9</b>	<p>3.1 Define Voice-Over and Lip-Syncing</p> <p>3.2 Explain how to record voice-overs for animated characters.</p>	<p>Explain Voice-Over and Lip-Syncing</p> <p>Explain how to record voice-overs for animated characters.</p>	<p>Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Papers</p>	<p>Carry out Voice-over Recording and Lip-Syncing.</p>	<p>Guide the Learner to know how to record Voice-overs Artist and Lip-Syncing</p>	<p>Computer Software Videos Projector Slides Pictures Videos Electronic Board Papers Microphone India Series</p>



	<p>3.3 Explain the Basics of Lip-Syncing:</p> <ul style="list-style-type: none"> <li>• Matching mouth movements to spoken dialogue.</li> <li>• Using mouth shape charts (phonemes) for accurate lip-syncing.</li> <li>• Adjusting timing to make speech look natural.</li> </ul> <p>3.4 Explain the Voice Modulation Techniques to match character emotions.</p> <p>3.5 Explain ADR (Automated Dialogue Replacement) for re-recording and fixing dialogue mistakes</p>	<p>Explain the Basics of Lip-Syncing:</p> <ul style="list-style-type: none"> <li>• Matching mouth movements to spoken dialogue.</li> <li>• Using mouth shape charts (phonemes) for accurate lip-syncing.</li> <li>• Adjusting timing to make speech look natural.</li> </ul> <p>Explain the Voice Modulation Techniques to match character emotions.</p> <p>Explain ADR (Automated Dialogue Replacement) for re-recording and fixing dialogue mistakes</p>		<p>Identify how to identify Voice Modulation Techniques to match character emotions.</p> <p>Carry out Sound Studio Recording with Voice-over Artist for ADR using India eries</p>	<p>Guide the Learner on how to identify Voice Modulation Techniques to match character emotions.</p> <p>Demonstrate Sound Studio Recording with Voice-over Artist for ADR using India series</p>	
<b>GENERAL OBJECTIVE 4.0: Group Project: Know how to add effects to an Animated Clip</b>						
<b>10-12</b>				Know sound effects, dialogue, and background music.	Explain sound effects, dialogue, and background music.	Computer, Software, Video Projector,

				<p>Know how to record or gather sound effects, and edit them using:</p> <ul style="list-style-type: none"> <li>▪ Adobe Audition</li> <li>▪ Audacity</li> <li>▪ Adobe Premiere</li> </ul> <p>Explain Syncing the sounds with the animation for realistic timing.</p> <p>Know how to Render and Export the final video with complete sound design</p>	<p>Explain how to Record or gather sound effects. and edit, them using:</p> <ul style="list-style-type: none"> <li>▪ Adobe Audition</li> <li>▪ Audacity</li> <li>▪ Adobe Premiere</li> </ul> <p>Explain Syncing the sounds with the animation for realistic timing</p> <p>Discuss the how to Render and Export the final video with complete sound design</p>	<p>Slides, Pictures, Videos, Electronic Board, Papers</p>
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<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY</b>			
<b>MODULE 14: Game Animation and Interactive Media</b>		<b>COURSE CODE: SAT 321</b>	<b>CONTACT HOURS: 36</b>
<b>YEAR: 3</b>	<b>TERM: 2</b>	<b>PRE: REQUISITE:</b>	Theoretical: 12 Hours Practical: 24 Hours
<b>GOAL: This module is designed to provide trainee with the knowledge and skills of game animation and interactive media, covering game engines, character animation, and AR/VR basics.</b>			
<b>GENERAL OBJECTIVES: On completion of this module, the trainee should be able to:</b>  1.0. Know the Fundamentals of Game Software (Unity & Unreal Engine) 2.0. Know Animating Characters for Games 3.0. Understand the Basics of AR/VR Animation 4.0. Know Mini-Game Animation Project			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 14: Game Animation and Interactive Media				COURSE CODE: SAT 321		CONTACT HOURS: 36
YEAR: 3		TERM: 2	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours		
GOAL: This module is designed to provide trainee with the knowledge and skills of game animation and interactive media, covering game engines, character animation, and AR/VR basics.						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know the Fundamentals of Game Software (Unity and Unreal Engine)						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Explain the Role of Game Engines in animation and interactive media.	Understand the Role of Game Engines in Animation and interactive media	Computer, Software, Textbook, Internet, Multimedia Projector, Marker board, Marker			Computer, Software, Video Projector, Slides, Pictures, Videos, Electronic Board, Papers
	1.2 Explain the differences between Unity and Unreal Engine	Explain the differences between Unity and Unreal Engine		Identify the difference between Unity and Unreal Engine	Guide the Learner on how to identify Unity and Unreal Engine	
	1.3 Explain the Basic interface and Tools of Unity & Unreal Engine: <ul style="list-style-type: none"><li>• Scene view &amp; game objects</li><li>• Animation tools &amp; timeline</li><li>• Physics and lighting effects</li></ul>	Explain the Basic interface and Tools of Unity & Unreal Engine: <ul style="list-style-type: none"><li>• Scene view &amp; game objects</li><li>• Animation tools &amp; timeline</li><li>• Physics and lighting effects</li></ul>		Navigate the Interface and use the Tools in Unity and Unreal Engine	Guide the Learner on how to navigate the Interface and use the Tools in Unity and Unreal Engine	

	1.4 Explain Real-Time Rendering vs. Pre-Rendered Animation in Film.	Explain the Real-Time Rendering vs. Pre-Rendered Animation in Film.				
<b>GENERAL OBJECTIVE 2.0: Know Animating Characters for Games</b>						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
<b>5-7</b>	<p>2.1 Explain the key differences between Game Animation vs. Film Animation</p> <p>2.2 Explain the Game Character Animation Techniques:</p> <ul style="list-style-type: none"> <li>• Idle Animations</li> <li>• Run, Jump</li> <li>• Attack Cycles</li> <li>• Blend Trees</li> </ul> <p>2.3 Explain the Basic Rigging and Inverse Kinematics (IK) affect character movement</p>	<p>Explain the key differences between Game Animation vs. Film Animation</p> <p>Explain the Game Character Animation Techniques:</p> <ul style="list-style-type: none"> <li>• Idle Animations</li> <li>• Run, Jump</li> <li>• Attack Cycles</li> <li>• Blend Trees</li> </ul> <p>Explain the Basic Rigging and Inverse Kinematics (IK) affect character movement</p> <p>Explain the Unity's</p>	Computer, Software, Books, Internet, Multimedia Projector, Video, Audio Books, Papers	<p>Carry out Character Animation Techniques:</p> <ul style="list-style-type: none"> <li>▪ Idle Animations</li> <li>▪ Run, Jump</li> <li>▪ Attack Cycles</li> <li>▪ Blend Trees</li> </ul>	<p>Demonstrate how to carry out Character Animation Techniques:</p> <ul style="list-style-type: none"> <li>▪ Idle Animations</li> <li>▪ Run, Jump</li> <li>▪ Attack Cycles</li> <li>▪ Blend Trees</li> </ul>	<p>Computer Software</p> <p>Videos</p> <p>Projector</p> <p>Slides</p> <p>Pictures</p> <p>Videos</p> <p>Electronic Board</p> <p>Papers</p>

	2.4 Explain the Unity's Animator and Unreal's Sequencer for animation control.	Animator and Unreal's Sequencer for animation control.				
<b>GENERAL OBJECTIVE 3.0: Understand the Basics of AR/VR Animation</b>						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
<b>8-9</b>	<p>3.1 Explain how Augmented Reality (AR) and Virtual Reality (VR) enhance interactive experiences.</p> <p>3.2 Explain the Key Components of AR/VR Animation:</p> <ul style="list-style-type: none"> <li>• Real-World Tracking (AR)</li> <li>• 360-degree Animation (VR)</li> </ul> <p>3.3 Explain the Tools for AR/VR Development:</p> <ul style="list-style-type: none"> <li>• Unity + ARKit / ARCore for Mobile AR apps.</li> <li>• Unreal Engine + Oculus SDK for VR Games</li> </ul>	<p>Explain how Augmented Reality (AR) and Virtual Reality (VR) enhance interactive experiences.</p> <p>Explain the Key Components of AR/VR Animation:</p> <ul style="list-style-type: none"> <li>• Real-World Tracking (AR)</li> <li>• 360-degree Animation (VR)</li> </ul> <p>Explain the Tools for AR/VR Development:</p> <ul style="list-style-type: none"> <li>• Unity + ARKit / ARCore for Mobile AR apps.</li> <li>• Unreal Engine +</li> </ul>	Internet, Computer, Software, Textbook, Images, Videos, Multimedia Projector, Marker board, Marker, VR Gadget			

	3.4 Explain Motion Capture (MoCap) and its role in VR Character Animation.	Oculus SDK for VR Games  Explain Motion Capture (MoCap) and its role in VR Character Animation.				
<b>GENERAL OBJECTIVE 4.0: Group Project: Know Mini-Game Animation Project</b>						
<b>10-12</b>	<p>4.1 Explain how to Create a Mini-Game Animation Sequence where a character moves and interacts with the environment</p> <p>4.2 Explain the sound effects, dialogue, and background music</p> <p>4.3 Explain the following:  <b>Step 1:</b> Choose a game concept (e.g., side-scrolling platformer, simple RPG, interactive VR scene).  <b>Step 2:</b> Design a basic 3D character or use a pre-built</p>	<p>Explain how to Create a Mini-Game Animation Sequence where a character moves and interacts with the environment</p> <p>Explain the sound effects, dialogue, and background music.</p> <p>Explain the following:  <b>Step 1:</b> Choose a game concept (e.g., side-scrolling platformer, simple RPG, interactive VR scene).  <b>Step 2:</b> Design a basic</p>	<p>Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Paper</p>	<p>Guide the Learner to know how to create sequence for Game Animation</p>	<p>Demonstrate the process of creating sequence for Game Animation using Unity and Unreal Engine</p>	<p>Internet-Router Computer Software Textbook Projector Marker board Marker Paper</p>

	<p>model.</p> <p><b>Step 3:</b> Animate character movement (walking, jumping, idle).</p> <p><b>Step 4:</b> Implement animations into Unity or Unreal Engine.</p> <p><b>Step 5:</b> Add basic interactivity (pressing a button to jump, changing animations on command).</p>	<p>3D character or use a pre-built model.</p> <p><b>Step 3:</b> Animate character movement (walking, jumping, idle).</p> <p><b>Step 4:</b> Implement animations into Unity or Unreal Engine.</p> <p><b>Step 5:</b> Add basic interactivity (pressing a button to jump, changing animations on command).</p> <p>Explain the Game concept, 3D Character Design, Animation Involved, use Unity or Unreal Engine, Create Interaction</p> <p>Explain Playtest and refine animations for a smooth experience.</p>				
	<p>4.4 Explain the Game concept, 3D Character Design, Animation Involved, use Unity or Unreal Engine, Create Interaction</p> <p>4.5 Explain Playtest and refine animations for a smooth experience.</p>			Carry out Game concept, and 3D Character Design, Animation with Interaction	Guide the Learner on how to carry out Game concept, and 3D Character Design, Animation with Interaction	



PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY				
MODULE 15: Social Media Analytics & Performance Tracking			COURSE CODE: SAT 312	CONTACT HOURS: 36
YEAR: 3	TERM: 1	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours	
GOAL: This module is designed to provide trainee with the knowledge and skills to measure social media success, track performance using analytics tools, and optimize content based on data.				
GENERAL OBJECTIVES: On completion of this module, the trainee should be able to:				
1.0. Know Key Metric (engagement, reach, conversions)				
2.0. Know Tools for tracking social media performance (Meta Business Suite, Google analytics)				
3.0. Know A/B Testing and Optimizing Content for better Results				

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY						
MODULE 15: Social Media Analytics & Performance Tracking.				COURSE CODE: SAT 312		CONTACT HOURS: 36
YEAR: 3	TERM: 1	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 24 Hours			
GOAL: This module is designed to provide trainee with the knowledge and skills to measure social media success, track performance using analytics tools, and optimize content based on data.						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Know Key Metric (engagement, reach, conversions)						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Explain the Importance of Social Media Analytics for improving engagement.  1.2 Explain the Key Metrics and their impact such as: <ul style="list-style-type: none"><li>Engagement Rate</li><li>Reach vs. Impressions</li><li>Click-Through Rate (CTR)</li><li>Conversion Rate</li><li>Follower Growth Rate</li></ul>	Explain the Importance of Social Media Analytics for improving engagement.  Discuss the Key Metrics and their impact such as: <ul style="list-style-type: none"><li>Engagement Rate</li><li>Reach vs. Impressions</li><li>Click-Through Rate (CTR)</li><li>Conversion Rate</li><li>Follower Growth Rate</li></ul>	Computer, Multimedia Projector, Textbooks Internet, Marker board, Marker	Carry out Analyses using Analytics Tools.	Guide the Learner how to use Analytics Tools	Internet-Router, Computer, Software, Textbook, Projector, Marker board, Marker, Mobile Phone

	1.3 Explain how to set Key Performance Indicators (KPIs) to measure success.	Explain how to set Key Performance Indicators (KPIs) to measure success.				
<b>GENERAL OBJECTIVE 2.0: Know Tools for tracking social media performance (Meta Business Suite, Google analytics)</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>5-9</b>	<p>2.1 Explain how Analytics Tools help track and improve performance.</p> <p>2.2 Explain how to use:</p> <ul style="list-style-type: none"> <li>▪ Meta Business Suite</li> <li>▪ Instagram Insights</li> <li>▪ TikTok Analytics content</li> <li>▪ Google Analytics</li> <li>▪ Twitter/X Analytics</li> </ul> <p>2.3 Explain how to interpret data reports and make content adjustments.</p>	<p>Explain how Analytics Tools help track and improve performance.</p> <p>Explain how to use:</p> <ul style="list-style-type: none"> <li>▪ Meta Business Suite</li> <li>▪ Instagram Insights</li> <li>▪ TikTok Analytics content</li> <li>▪ Google Analytics</li> <li>▪ Twitter/X Analytics</li> </ul> <p>Explain how to interpret data reports</p>	<p>Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker</p>			<p>Internet-Router, Computer, Software, Textbook, Projector, Marker board, Marker, Mobile Phone</p>

		and make content adjustments.		Identify data reports and be able to make adjustments	Illustrate data interpretation and make simple adjustments.	
<b>GENERAL OBJECTIVE 3.0: Know A/B Testing and optimizing Content for better Results</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>10-12</b>	<p>3.1 Explain what A/B testing is and its importance in social media marketing.</p> <p>3.2 Explain how to test different content variations:</p> <ul style="list-style-type: none"> <li>Trying different headlines or captions</li> <li>Changing posting times.</li> <li>Comparing image with Video posts</li> </ul>	<p>Explain what A/B testing is and its importance in social media marketing</p> <p>Discuss how to test different content variations:</p> <ul style="list-style-type: none"> <li>Trying different headlines or captions</li> <li>Changing posting times.</li> <li>Comparing image with video posts</li> </ul>	<p>Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker</p>	<p>Carry out different content variations</p>	<p>Guide the learner to carryout different content variations</p>	<p>Computer, Software, Videos, Projector, Slides, Pictures, Videos, Electronic, Board, Papers</p>

	<p>3.3 Explain how to analyze test results and apply improvements.</p> <p>3.4 Explain how to optimize social media posts for better performance (hashtags, timing, visuals).</p>	<p>Explain how to analyze test results and apply improvements</p> <p>Explain how to optimize social media posts for better performance (hashtags, timing, visuals).</p>		<p>Carry out Analysis, Test and improvement</p>	<p>Demonstrate how to carry out Analysis, Test and improvement</p>	
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<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 16: Portfolio Development and Career Preparation (Animation)</b>		<b>COURSE CODE: SAT 331</b>	<b>CONTACT HOURS: 36</b>
<b>YEAR: 3</b>	<b>TERM: 3</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 24 Hours</b> <b>Practical: 12 Hours</b>
<b>GOAL: This module is designed to provide the trainee with the knowledge and skills to build a strong online portfolio and prepare for job interviews in the animation and digital media industry.</b>			
<b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to: <ul style="list-style-type: none"> <li>1.0. Understand how to create a Demo</li> <li>2.0. Understand how to build an on-line Portfolio (Artstation, Behance and YouTube. Etc)</li> <li>3.0. Understand the Freelancing Vs. Working in a Studio</li> <li>4.0. Know how to Prepare for Animation Job Interview</li> </ul>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 16: Portfolio Development and Career Preparation in (Animation)				COURSE CODE: SAT 331		CONTACT HOURS: 36
YEAR: 3		TERM: 3		PRE: REQUISITE:		Theoretical: 12 Hours Practical: 24 Hours
GOAL: This module is designed to provide the trainee with the knowledge and skills to build a strong online portfolio and prepare for job interviews in the animation and digital media industry.						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Understand how to create a Demo						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-2	1.1 Explain what a Demo Reel is and why it’s essential for animation careers.  1.2 Explain the best practices for creating a strong demo reel: <ul style="list-style-type: none"><li>▪ Keep it short (30-90 seconds)</li><li>▪ Start and end with strong animations</li><li>▪ Show a variety of skills</li><li>▪ Include breakdowns</li><li>▪ Add background music or sound effects</li></ul>	Explain what a Demo Reel is and why it’s essential for Animation Careers.  Explain the best practices for creating a strong demo reel: <ul style="list-style-type: none"><li>▪ Keep it short (30-90 seconds)</li><li>▪ Start and end with strong animations</li><li>▪ Show a variety of skills</li><li>▪ Include breakdowns</li></ul>	Computer, Software, Textbook, Internet, Multimedia Projector, Marker board, Marker, Books			

	1.3 Explain how to use Editing Tools for Demo Reels (Premiere Pro, DaVinci Resolve, After Effects)	<ul style="list-style-type: none"> <li>▪ Add background music or sound effects</li> </ul> <p>Explain how to use Editing Tools for Demo Reels (Premiere Pro, DaVinci Resolve, After Effects)</p>				
<b>GENERAL OBJECTIVE 2.0: Understand how to build an on-line Portfolio (Artstation, Behance and YouTube. Etc)</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>3-6</b>	<p>2.1 Explain why an online presence is crucial for animation careers.</p> <p>2.2 Explain where to showcase your work:</p> <ul style="list-style-type: none"> <li>▪ ArtStation</li> <li>▪ Behance</li> <li>▪ YouTube/Vimeo</li> <li>▪ Personal Website</li> <li>▪ LinkedIn</li> </ul>	<p>Explain why an online presence is crucial for animation careers.</p> <p>Explain where to showcase your work:</p> <ul style="list-style-type: none"> <li>▪ ArtStation</li> <li>▪ Behance</li> <li>▪ YouTube/Vimeo</li> <li>▪ Personal Website</li> <li>▪ LinkedIn</li> </ul> <p>Explain how to promote your portfolio</p>	Computer, Software, Books, Internet, Multimedia Projector, Video, Audio Books, Papers			



	2.3 Explain how to promote your portfolio on LinkedIn, Instagram, and X.	on LinkedIn, Instagram, and X.				
<b>GENERAL OBJECTIVE 3.0: Understand the Freelancing Vs. Working in a Studio</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>7-9</b>	3.1 Explain the Key Differences between Freelancing and Studio Work  3.2 Explain where to find Freelance Animation Work: <ul style="list-style-type: none"> <li>▪ Upwork, Fiverr, and Freelancer</li> <li>▪ LinkedIn and Social Media</li> <li>▪ Direct Outreach to Studios and Businesses for Contract Work</li> </ul>	Explain the Key Differences between Freelancing and Studio Work  Explain where to find Freelance Animation Work: <ul style="list-style-type: none"> <li>▪ Upwork, Fiverr, and Freelancer</li> <li>▪ LinkedIn and Social Media</li> <li>▪ Direct Outreach to Studios and Businesses for Contract Work</li> </ul>	Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Papers			

	<p>3.3 Explain Pricing and Contracts for Freelance Work:</p> <ul style="list-style-type: none"> <li>▪ How to set rates (hourly vs. project-based).</li> <li>▪ Writing a basic contract for animation services.</li> <li>▪ Managing client expectations and deadlines.</li> </ul> <p>3.4 Explain career paths in animation, including:</p> <ul style="list-style-type: none"> <li>▪ Film &amp; TV Studios</li> <li>▪ Gaming Companies</li> <li>▪ Advertising Agencies</li> <li>▪ YouTube &amp; Social Media</li> </ul>	<p>Explain Pricing and Contracts for Freelance Work:</p> <ul style="list-style-type: none"> <li>▪ How to set rates (hourly vs. project-based).</li> <li>▪ Writing a basic contract for animation services.</li> <li>▪ Managing client expectations and deadlines.</li> </ul> <p>Explain career paths in animation, including:</p> <ul style="list-style-type: none"> <li>▪ Film &amp; TV Studios</li> <li>▪ Gaming Companies</li> <li>▪ Advertising Agencies</li> <li>▪ YouTube &amp; Social Media</li> </ul>				
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<b>GENERAL OBJECTIVE 4.0: Know how to Prepare for Animation Job Interview</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>10-12</b>	<p>4.1 Explain how to write a strong Animation Resume:</p> <ul style="list-style-type: none"> <li>▪ Highlight Technical Skills</li> <li>▪ List Relevant Projects and Demo Reel links.</li> <li>▪ Include Team Collaborations and Freelance Work.</li> </ul> <p>4.2 Explain what recruiters look for in an animator:</p> <ul style="list-style-type: none"> <li>▪ Creativity &amp; storytelling ability.</li> <li>▪ Strong Animation Fundamentals</li> <li>▪ Ability to take Feedback and Improve.</li> </ul> <p>4.3 Explain how to utilise Networking Strategies to connect with Industry Professionals</p>	<p>Explain how to write a strong Animation Resume:</p> <ul style="list-style-type: none"> <li>▪ Highlight Technical Skills</li> <li>▪ List Relevant Projects and Demo Reel links.</li> <li>▪ Include Team Collaborations and Freelance Work.</li> </ul> <p>Explain what recruiters look for in an animator:</p> <ul style="list-style-type: none"> <li>▪ Creativity &amp; storytelling ability.</li> <li>▪ Strong Animation Fundamentals</li> <li>▪ Ability to take Feedback and Improve</li> </ul> <p>Explain how to utilise Networking Strategies to connect with Industry Professionals</p>	<p>Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Paper</p>	<p>Carry out writing of Animation Resume</p>	<p>Guide the Learner on how to write Animation Resume</p>	<p>Internet-Router, Computer, Software, Textbook, Projector, Marker board, Marker, Paper, Flip Chart</p>

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY				
MODULE 17: Ethics, Privacy & Online Safety			COURSE CODE: SAT 322	CONTACT HOURS: 24
YEAR: 3	TERM: 2	PRE: REQUISITE:	Theoretical: 12 Hours Practical: 12 Hours	
GOAL: This module is designed to provide the trainee on how to navigate social media, protecting digital privacy, identifying misinformation.				
<p><b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to:</p> <p>1.0. Know Social Media Policies and guidelines.</p> <p>2.0. Know Digital Privacy, Security and Data Protection</p> <p>3.0. Understand Misinformation and fact-checking</p>				

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY							
MODULE 17: Ethics, Privacy & Online Safety				COURSE CODE: SAT 322		CONTACT HOURS: 24	
YEAR: 3		TERM: 2	PRE: REQUISITE:		Theoretical: 12 Hours Practical: 12 Hours		
GOAL: This module is designed to provide the trainee on how to navigate social media, protecting digital privacy, identifying misinformation.							
Theoretical Content				Practical Content			
GENERAL OBJECTIVE 1.0: Know Social Media Policies and guidelines.							
Week	Specific Learning Outcome		Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	1.1 Explain Platform-specific standards (Facebook, Instagram, Twitter/X, TikTok, YouTube)  1.2 Explain key social media rules and policies, including: <ul style="list-style-type: none"><li>Community standards</li><li>Terms of Service</li><li>Content Moderation</li></ul>		Explain Platform specific standards (Facebook, Instagram, Twitter/X, TikTok, YouTube)  Explain key social media rules and policies, including: <ul style="list-style-type: none"><li>Community standards,</li><li>Terms of Service</li><li>Content Moderation</li></ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify Community standards, Content Moderation and Terms of Service	Guide the Learner on how to identify Community standards, Content Moderation and Terms of Service	Internet-Router, Computer, Software, Textbook, Projector, Marker board, Marker, Mobile Phone

	<p>1.3 Explain consequences of violating platform policies (shadow banning, account suspension).</p> <p>1.4 Explain ethical content sharing, original source crediting, avoiding plagiarism, copyright rules</p>	<p>Explain consequences of violating platform policies (shadow banning, account suspension).</p> <p>Explain ethical content sharing, original source crediting, avoiding plagiarism, copyright rules</p>				
<b>GENERAL OBJECTIVE 2.0 Understand Digital Privacy, Security and Data Protection</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>5-7</b>	<p>2.1 Explain how Personal Data is collected by social media platforms.</p> <p>2.2 Explain Privacy Settings on different platforms.</p> <p>2.3 Explain Data Security Risks, including:</p> <ul style="list-style-type: none"> <li>▪ Phishing Scams.</li> <li>▪ Hacked Accounts</li> </ul>	<p>Explain how Personal Data is collected by social media platforms.</p> <p>Explain Privacy Settings on different platforms.</p> <p>Explain Data Security Risks, including:</p>	<p>Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker</p>			

	<ul style="list-style-type: none"> <li>Location Tracking</li> </ul> <p>2.4 Explain how to protect accounts using:</p> <ul style="list-style-type: none"> <li>Two-Factor Authentication (2FA).</li> <li>Strong Passwords and Security Checks.</li> <li>Private vs. Public Account Settings.</li> </ul>	<ul style="list-style-type: none"> <li>Phishing Scams.</li> <li>Hacked Accounts</li> <li>Location Tracking</li> </ul> <p>Explain how to protect accounts using:</p> <ul style="list-style-type: none"> <li>Two-Factor Authentication (2FA).</li> <li>Strong Passwords and Security Checks.</li> <li>Private vs. Public Account Settings.</li> </ul>				
<b>GENERAL OBJECTIVE 3.0: Understand Misinformation and fact-checking</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>8-12</b>	<p>3.1 Explain what is misinformation and why it spreads quickly on social media.</p> <p>3.2. Explain the difference between:</p> <ul style="list-style-type: none"> <li>Misinformation</li> <li>Disinformation</li> </ul>	<p>Explain what misinformation is and why it spreads quickly on social media.</p> <p>Explain the difference between:</p> <ul style="list-style-type: none"> <li>Misinformation</li> <li>Disinformation</li> </ul> <p>Explain Fact-Checking Tools. (Google Fact</p>	<p>Computer, multimedia Projector, Textbooks, Internet, Marker board, Marker</p>			

	<p>3.3 Explain Fact-Checking Tools. (Google Fact Check, Snopes, Politifact).</p> <p>3.4 Explain how to spot fake news, including:</p> <ul style="list-style-type: none"> <li>▪ Checking sources and credibility.</li> <li>▪ Looking for bias and emotional language.</li> <li>▪ Cross-checking with reliable news sources.</li> </ul> <p>3.5 Explain the role of AI in detecting and spreading misinformation (Deepfakes and Bots).</p>	<p>Check, Snopes, Politifact).</p> <p>Explain how to spot fake news, including:</p> <ul style="list-style-type: none"> <li>▪ Checking sources and credibility.</li> <li>▪ Looking for bias and emotional language.</li> <li>▪ Cross-checking with reliable news sources.</li> </ul> <p>Explain the role of AI in detecting and spreading misinformation (Deepfakes and Bots).</p>				
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<b>PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA &amp; ANIMATION TECHNOLOGY</b>			
<b>MODULE 18: Portfolio Development and Career Preparation (Social Media)</b>		<b>COURSE CODE: SAT 332</b>	<b>CONTACT HOURS: 36</b>
<b>YEAR: 3</b>	<b>TERM: 3</b>	<b>PRE: REQUISITE:</b>	<b>Theoretical: 24 Hours</b> <b>Practical: 12 Hours</b>
<b>GOAL: This module is designed to provide the trainee with the knowledge and skills to build a professional social media portfolio, develop a personal brand, and prepare for job or freelance opportunities</b>			
<b>GENERAL OBJECTIVES:</b> On completion of this module, the trainee should be able to: <ul style="list-style-type: none"> <li>1.0. Understand how to create an On-Line Portfolio (LinkedIn, Behance, Personal Website)</li> <li>2.0. Know how to build a Personal Brand for Job Opportunities</li> <li>3.0. Understand how to Preparing for Social Media Internships and Freelance Work</li> <li>4.0. Know how to Prepare for Social Media Job Interview</li> </ul>			

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY						
MODULE 18: Portfolio Development and Career Preparation (Social Media)				COURSE CODE: SAT 332		CONTACT HOURS: 36
YEAR: 3		TERM: 3		PRE: REQUISITE:		Theoretical: 24 Hours Practical: 12 Hours
GOAL: This module is designed to provide the trainee with the knowledge and skills to build a professional social media portfolio, develop a personal brand, and prepare for job or freelance opportunities						
Theoretical Content				Practical Content		
GENERAL OBJECTIVE 1.0: Understand how to create an On-Line Portfolio						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-2	1.1 Explain why a Portfolio is important for Social Media Careers.  1.2 Explain where to create a Portfolio:  ▪ LinkedIn ▪ Behance ▪ Personal Website  1.3 Explain what to include in a Portfolio:	Explain why a Portfolio is important for Social Media Careers.  Explain where to create a Portfolio:  ▪ LinkedIn ▪ Behance ▪ Personal Website  Explain what to include in a Portfolio:	Computer, Software, Textbook, Internet, Multimedia  Projector, Marker board, Marker, Papers			

	<ul style="list-style-type: none"> <li>About Me (bio and career goals).</li> <li>Social Media Projects and Campaigns.</li> <li>Case Studies and Analytics of Past Works.</li> <li>Links to Social Media Profiles or Brand Accounts managed.</li> </ul>	<ul style="list-style-type: none"> <li>About Me (bio and career goals).</li> <li>Social Media Projects and Campaigns.</li> <li>Case Studies and Analytics of Past Work.</li> <li>Links to Social Media Profiles or Brand Accounts managed.</li> </ul>				
<b>GENERAL OBJECTIVE 2.0: Know how to build a Personal Brand for Job Opportunities</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>3-6</b>	<p>2.1 Explain the importance of Personal Branding in the digital space.</p> <p>2.2 Explain how to optimize Personal Social Media Profiles to attract employers</p> <p>2.3 Explain how to develop a brand voice and niche (e.g., social media strategist, content creator, influencer, digital marketer)</p>	<p>Explain the importance of Personal Branding in the digital space.</p> <p>Explain how to optimize Personal Social Media Profiles to attract employers</p> <p>Explain how to develop a brand voice and niche (e.g., social</p>	<p>Computer, Books, Internet, Multimedia Projector, Video, Audio Books, Papers</p>	<p>Carry out how to write a Personal Social Media Profile</p>	<p>Guide the Learner on how to write a Personal Social Media Profile</p>	<p>Computer Software Videos Projector Slides Pictures Videos Electronic Board Papers</p>

	2.4 Explain how to Network Effectively through LinkedIn, Twitter/X, and Instagram.	media strategist, content creator, influencer, digital marketer)  Explain how to Network Effectively through LinkedIn, Twitter/X, and Instagram.				
<b>GENERAL OBJECTIVE 3.0: Understand how to Prepare for Social Media Internships and Freelance Work</b>						
<b>Week</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Outcome</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
<b>7-8</b>	3.1 Explain how to find internships and freelance gigs in social media marketing  3.2 Explain how to pitch to clients or brands as a Freelancer  3.3 Explain how to discover essential skills for social media jobs, including:	Explain how to find internships and freelance gigs in social media marketing  Explain how to pitch to clients or brands as a Freelancer  Explain how to discover essential skills for social media jobs, including:	Internet, Computer, Textbook, Images, Videos, Multimedia Projector, Marker board, Marker			

	<ul style="list-style-type: none"> <li>▪ Content creation and scheduling.</li> <li>▪ Community management</li> <li>▪ Analytics and performance tracking</li> <li>▪ Social media advertising</li> </ul> <p>3.4 Explain how to prepare for job interviews and learn how to answer common social media-related questions</p>	<ul style="list-style-type: none"> <li>▪ Content creation and scheduling.</li> <li>▪ Community management</li> <li>▪ Analytics and performance tracking</li> <li>▪ Social media advertising</li> </ul> <p>Explain how to prepare for job interviews and learn how to answer common social media-related questions</p>				
<b>GENERAL OBJECTIVE 4.0: Know how to Prepare for Social Media Job Interview</b>						
9-12	<p>4.1 Explain how to write a strong Resume for Social Media Job:</p> <ul style="list-style-type: none"> <li>▪ Highlight Technical Skills</li> <li>▪ List Relevant Projects</li> <li>▪ Include Team Collaborations and Freelance Work.</li> </ul>	<p>Explain how to write a strong Resume for Social Media Job:</p> <ul style="list-style-type: none"> <li>▪ Highlight Technical Skills</li> <li>▪ List Relevant Projects</li> <li>▪ Include Team Collaborations and Freelance Work.</li> </ul>	Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Paper	Carry out the act of writing a Strong Social Media Resume	Guide the Learner on how to write a Strong Social Media Resume	

	<p>4.2 Explain what recruiters look for in an Expert:</p> <ul style="list-style-type: none"> <li>▪ Creativity &amp; storytelling ability.</li> <li>▪ Strong Social Media Presence and Fundamentals</li> <li>▪ Ability to take Feedback and Improve</li> </ul> <p>4.3 Explain how to discover Networking Strategies to connect with Industry Professionals</p>	<p>Explain what recruiters look for in an Expert:</p> <ul style="list-style-type: none"> <li>▪ Creativity &amp; storytelling ability.</li> <li>▪ Strong Social Media Presence and Fundamentals</li> <li>▪ Ability to take Feedback and Improve</li> </ul> <p>Explain how to discover Networking Strategies to connect with Industry Professionals</p>				
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**LIST OF EQUIPMENT/INSTRUMENTS FOR**

<b>S/N</b>	<b>NAME OF EQUIPMENT</b>	<b>QUANTITY</b>
	<b>Equipment/Device</b>	
1	Computer	60
2	Projector	4
3	Marker Board	6
4	Marker	Assorted
5	Pictures	Assorted
6	Flip Chart	10
7	Films	Assorted
8	Software	Various
9	Internet-Router	3
10	Images	Assorted
11	Videos	Assorted
12	Camera Chain	3
13	Diagrams	Assorted
14	2TB Storage Devices (Hard Drive)	3
15	Papers	Assorted
16	Books	Various
17	Mobile Phones	3
18	Audio Chain	3
19	Light Chain	3
20	Video Production Gears	3
21	Audio Production Gears	3
22	Light Production Gears	3
23	Table Tennis	1
24	Tennis Bat	6
25	Ping pong	6

26	Bouncing ball	2
27	Clay	Assorted Kg
28	Onion	Assorted
29	Puppets	Various
30	Microphone	3
31	Mixer	3
32	Scripts	Various
33	52-inch Television	2
32	Quadcopter DJI Drone	2
33	Electrical cables	Various
34	Wacom Tablets	60

**Video Workstation Studio****Apple Mac System (2)**

Specifications:

- a. Retina 5K, 27 inches
  - b. Intel core i7
  - c. Graphics: AMD Radeon Pro 550 XT 8GB
  - d. 8GB-16GB MHz DDR4
  - e. 1 terabyte Internal Storage
1. **External Storage (2)**
    - a. 1GB Transcend
  2. **Sound Microphone**
    - a. Blue Yeti Microphone (2)
    - b. Rode Microphone Stand (2)
  3. **Video Workstation Set-Up**
    - a. Table for Equipment (1)
    - b. Seating Chairs for Editor and Director (3)
  4. **Display**
    - a. Hisense 52 inch 4K TV (1)



5. **Sound Speaker**
  - a. Behringer Speaker (2)
6. **Software:**
  - a. Adobe Master Collections
  - b. Blender
  - c. Cinema 4D
  - d. Auto Desk Maya
  - e. Davinci Resolve
  - f. Final Cut Pro
  - g. Microsoft Office
  - h. Final Draft
  - i. Hand Brake
7. **Sketch and Graphics Tablet**
  - a. Wacom Tablet (60)
8. **Laptops for Practical** (60)
9. **Live Streaming Set-Up**  
RODE RODEcaster Video All-in-One
10. **Headphones**  
Rode Headphones (4)

#### **Audio Workstation Studio**

11. **Apple Mac System (2)**  
Specifications:
  - f. Retina 5K, 27 inches
  - g. Intel core i7
  - h. Graphics: AMD Radeon Pro 550 XT 8GB
  - i. 8GB-16GB MHz DDR4
  - j. 1 terabyte Internal Storage
12. **External Storage (2)**
  - b. 1GB Transcend

13. **Sound Microphone**
  - c. Blue Yeti Microphone (2)
  - d. Rode Microphone Stand (2)
14. **Audio Workstation Set-Up**
  - c. Studio Acoustic
  - d. Table for Equipment (1)
  - e. Seating Chairs for Editor and Director (3)
15. **Display**
  - b. Hisense 52 inch 4K TV (1)
16. **Sound Speaker**
  - b. Behringer Speaker (2)
17. **Software:**
  - j. Adobe Master Collections
  - k. Protools
  - l. Audacity
  - m. Microsoft Office
  - n. Hand Brake
18. **Digital Piano**
  - b. Roland V-Stage Pro II Integrated Audio Production Studio
19. **Laptops for Practical** (60)
20. **Live Streaming Set-Up**  
RODE RODEcaster Video All-in-One
21. **Headphones**  
Rode Headphones (4)

**LIST OF PARTICIPANTS**

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